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ABSTRACT

Information for this inventory of research into higher education in Canada was obtained from a survey of 1800 persons in universities, community colleges, associations, and government departments. A total of 308 projects are reported and are classified under six headings: general; administration, finance and manpower; curriculum and teaching; academic and non-academic staff; students; and extension and continuing education. Information is presented as follows: (a) title; (b) brief description; (c) estimated date of completion; (d) researcher's name and address; (e) source of further details if other than the researcher mentioned; and (f) publication arising from the project (title, where published or available, etc.). (SPG)

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INVENTORY OF RESEARCH INTO HIGHER EDUCATION IN CANADA

1978

INVENTAIRE DES RECHERCHES SUR L'ENSEIGNEMENT SUPERIEUR AU CANADA

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Association of Universities and Colleges of Canada
Association des universités et collèges du Canada

Ottawa 1978

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Editors/Rédacteurs
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A.M. Kristjanson

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Ottawa 1978

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INTRODUCTION

Information for this edition of the *Inventory of Research into Higher Education in Canada* has been obtained by means of a questionnaire mailed to about 1800 persons in universities, community colleges, associations and government departments, asking them to describe any research, innovative and experimental projects concerned with postsecondary education in Canada which they are carrying out or had completed in the course of 1977. A total of 308 such projects have been reported and are included in the present *Inventory*.

The projects are classified under six headings (see the Table of Contents) and presented as follows:

a) title;
b) brief description;
c) (estimated) date of completion;
d) researchers' name and address;
e) source of further details if other than the researchers mentioned above;
f) publication arising from the project: title, where published or available, price, etc.

For brevity's sake, universities at which the researchers are located are indicated by name only; a listing of their addresses may be found on page 62.

The present edition of the *Inventory* does not replace preceding issues; previously published projects were re-entered only if substantial changes were reported.

March 1978 J.F.H.
A.M.K.

INTRODUCTION

Les renseignements pour cette édition de l'*Inventaire des recherches sur l'enseignement supérieur au Canada* ont été obtenus grâce à l'envoi d'un questionnaire à environ 1800 personnes dans les universités, collèges communautaires, associations et services du gouvernement, leur demandant de décrire tous travaux de recherche, d'innovation et d'expérimentation, concernant l'enseignement postsecondaire au Canada, en cours ou terminés en 1977. Un total de 308 travaux ont été signalés et sont inclus dans cet *Inventaire*.

Les travaux sont classés sous six rubriques (voir la Table des matières) et présentés de la manière suivante:

a) titre;
b) brève description;
c) date (estimée) de l'achèvement;
d) nom et adresse des chercheurs;
e) source de détails additionnels si autre que les chercheurs déjà mentionnés;
f) publication émanant du travail: titre, lieu de publication ou lieu où la trouver, prix, etc.

Pour être bref, nous avons désigné seulement par nom les universités où se trouvent les chercheurs; leur adresse se trouve à la page 62.

Cette édition de l'*Inventaire* ne remplace pas les précédentes; les travaux publiés auparavant ne sont mentionnés à nouveau qu'en cas de changements essentiels.

Mars 1978 J.F.H.
A.M.K.

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A GENERAL/GENERALITES

Organization and structures; accreditation; research; history; philosophy; objectives; Canadian studies; pedagogical services; general bibliographies; status of women.

Organisation et structure; agrément; recherche; histoire; philosophie; objectifs; études canadiennes; services pédagogiques; bibliographies générales; statut de la femme.

A1 a) ESUM: Enseignement supérieur (Université de Montréal). b) Collectif de recherches sur les besoins de l'enseignement supérieur du Canada francophone, lancé au cours d'un colloque en octobre 1977 et pouvant éventuellement s'intégrer à l'enquête lancée par le gouvernement du Québec sur ce sujet. c) Automne 1978. d) André Brassard, Marcel de Grandpré, Marc Gagnon, André Girard, Arlette Joffe-Nicodème et Michel Plourde, Fac. des sciences de l'éducation, Université de Montréal.

A2 a) Quelques facteurs agissant sur l'évolution des structures dans l'enseignement supérieur. b) Le mémoire identifie quelles orientations les diverses planifications dans l'enseignement supérieur (Rapports Bladen, Corry-Bonneau, Duff-Berdahl, Hurtubise-Rowat, Deschênes, Lussier, Roy, Mercier, Cahiers du Conseil des Universités) ont donné aux structures des universités francophones du Québec depuis 1960. L'auteur décrit les structures universitaires, donne un interprétation du changement dans les niveaux décisionnels et dégage quelques paramètres d'évolution tels le financement, la clientèle et le personnel. c) Jan. 1977. d) Jean-Louis Fortin, 92, rue de la Moselle, St-Lambert, Qué. e) André Girard, Fac. des sciences de l'éducation, Université de Montréal.

A3 a) Les objectifs généraux de la formation professionnelle. b) Exposé de la problématique de l'enseignement professionnel au Québec. Convergences à l'étranger: OCDE, U.S.A. Etude du concept américain de Career Education et consultation québécoise sur les objectifs américains de développement vocationnel établis par le National Assessment of Educational Progress. c) 1977; rapport préliminaire juillet 1976. d) Gabriel Aubin et Madeleine Le Roux, CADRE, 1940 est, boul. Henri-Bourassa, Montréal, Qué. H2B 1S2

A4 a) The evolutionary role of the Association of Universities and Colleges of Canada, 1911-1977. b) Continuation of a doctoral thesis to bring it up to the present. Dealing with the history of the AUCC since its founding, the study focuses on its various roles and activities over the years and its place in the development of higher education in Canada. c) Jan. 1978. d) Gwendoline Pilkington, 3521 Redpath St., Montreal, Que. H3G 2G7.

A5 a) Quantity and impact of scholarly journal publication in Canadian faculties of education. b) Examination of publication and citation patterns of 540 associate professors in faculties of education. Sources: Current Index to Journals in Education (1969-76) and Social Sciences Citation Index (1975, 1976). c) Summer 1977. d) Marshall Arlin, Fac. of Education, University of British-Columbia. f) In *Canadian Journal of Education*, 3 (1), 1978.

A GENERAL/GENERALITES

A6 a) L'investissement pédagogique: étude des perceptions des professeurs de la faculté des Arts et Sciences de l'Université. b) L'étude, rédigée à partir d'entrevues avec un échantillon de 47 professeurs, révèle les perceptions qu'on peut avoir de l'équilibre de la recherche et de l'enseignement dans la carrière d'un universitaire, de leur rapport avec la structure administrative, des critères de promotion, de l'efficacité de l'enseignement et de la pédagogie universitaire. c) Oct. 1977. d) Denis Blondin, Service pédagogique, Université de Montréal.

A7 a) A study of student teaching and teacher internship programs in Canada 1976-77. c) Winter 1978. d) Harry Cuff and B.V. Paddock, Fac. of Education, Memorial University.

A8 a) The majority minority: women in Canadian higher education. b) Analysis of women's representation in Canadian universities. Survey of factors contributing to women's minority status in academia and of efforts to counteract the imbalance. Attitudes discouraging women's performance and professional careers are examined; consideration is given to women's view of themselves. c) May 1977. d) Margaret Gillett, Fac. of Education, McGill University. f) In *Canadian and International Education*, Dec. 1977.

A9 a) A history of women at McGill. b) Historical record of women at McGill from the mid-19th century to the prevent, with an assessment of their treatment. Description of events, policies and personalities involved in women's increasing participation in campus life. Data will be analysed and developments will be related to those at other universities and to societal patterns. c) Fall 1978. d) Margaret Gillett (see above).

A10 a) Development education in Canada, Costa Rica and Jamaica. b) Examination of development education ideas after surveying projects in the three nations; a conference was held in Costa Rica in August 1977. d) V.R. D'Oyley, Fac. of Education, University of British Columbia; G. Caplan; S. Churchill; T. Turner; C. Olivera. f) Results to be published by UNESCO and OISE.

A11 a) Unionization in Canadian universities. b) Examination of causes and consequences of unionization of professors, with main emphasis on the situational background leading to unionization and the impact of unions in such areas as governance, interpersonal relationships, students and the overall university operation. c) May 1977. d) D. Owen Carrigan, Saint Mary's University. f) In *International Journal of Institutional Management in Higher Education*, 1 (1), May 1977.

A12 a) Economic development and post-secondary education in Northern Ontario. b) The study examines post-secondary policy in Ontario as it affects the north, describes the structure and organization of post-secondary institutions in the north, analyses the opportunities for northern economic and cultural development and suggests changes in post-secondary policy and organization which would better promote these development opportunities. c) Oc. 1977. d) David M. Cameron, School of Public Administration, Dalhousie University. f) To be published as *The Northern Dilemma: Public Policy and Post-secondary Education in Northern Ontario* by Ontario Economic Council and University of Toronto Press.

A13 a) L'économie de l'éducation. b) Rédaction d'un traité sur divers aspects

de l'éducation considérés dans une perspective économique. Le résultat sera un manuel d'introduction pouvant servir dans un cours de niveau universitaire portant sur l'économie de l'éducation. c) Août 1978. d) Clément Lemelin, Dépt. de science économique, Université du Québec à Montréal.

A14 a) Faculty unionism and collegial decision-making: compatible or contradictory? b) Article arguing that rather than being contradictory, collective bargaining and collegial decision-making are complementary processes; that unionization is an instrument which may be used to support, rather than undermine, academic freedom; and that, by unionizing, faculties increase rather than decrease their influence over university affairs. d) Roy J. Adams, Fac. of Business, McMaster University. f) In *Industrial Relations*, 31 (3), 476-481.

A15 a) Survey and analysis of master's and doctoral theses on adult education at universities in Canada. b) The purpose is to list and analyse the universities offering postgraduate studies in adult education, as a way of identifying the scope and research design of the theses. All theses up to the end of 1977 will be included. c) Dec. 1977. d) James A. Draper, Ontario Institute for Studies in Education.

A16 a) Degree courses and programs in adult education offered at universities in Canada. b) The survey will identify and compare what universities are offering within the discipline of adult education: degree courses and programs at the undergraduate, master's and doctoral levels. c) Dec. 1977. d) James A. Draper (see above).

A17 a) Canadian clearinghouse for ongoing research in nursing. b) On-line date base at the University of Alberta available to users throughout Canada through the Datapac network or by direct call. The quarterly updated data base contains information on thesis and non-thesis research in progress; material is entered in French and English. Searches may be conducted on author, title, place of research and French and English keywords using weighted terms. User's manual available. c) Ongoing d) Amy E. Zelmer, Fac. of Nursing, and C.H. Davis, Fac of Library Sciences, University of Alberta.

A18 a) An evaluation of student participation in media processes: the production of educational media: "A History of the University of Alberta". b) Aspects of the university's history are presented in synchronized slide tapes ranging from 12 to 30 minutes. Themes include the physical and administrative development of various departments, faculties and off-campus facilities; the people, individually, in groups and organizations; and time periods, e.g. World War I, student activities in the 1930's, 1940's and 1962-1977. Designed for classroom use, the tapes will also be disseminated to visitors to the university, alumni, etc. c) Dec. 1977. d) Heather Lysons, Fac. of Education, University of Alberta.

A19 a) Instructional development and theories of learning and teaching. b) The study's theoretical side attempts to identify those portions of learning and teaching theory which best suit the circumstances of organized instructional development. Practically, the example of the pilot test of an examination service to faculty members will be used as a means to test the appropriateness of the theore-

tical conclusions. c) April 1979. d) Felicity Tallboy and Bruce M. Shore, Centre for Learning and Development, McGill University.

A20 a) The relation between research methods and instruction: professors as learners and teachers. b) The study selected 45 professors recommended or known for their research ability across 30 university disciplines. Through interviews using a schedule and follow-up questionnaires, information was collected on the nature of their research, particularly the types of research methodology, and on their preferences for teaching methods for various levels of students. Future steps will include direct observation and input from students. c) 1981; interim reports are foreseen. d) Bruce M. Shore (see above).

A21 a) A model for the coordination of community colleges in British Columbia. b) Doctoral dissertation having as objectives: to review literature on statewide coordination; to identify theoretical coordination models and examine pertinent literature in the field of organizational theory; to analyse the conditions related to the coordination of B.C. community colleges; and to develop a framework for their coordination. c) In progress. d) Tim Hollick-Kenyon, 1237 Burnage Road, North Vancouver, B.C. V7R 1G8.

A22 a) The Canadian university and the teaching profession. b) Study of the type of connection pertaining to the relationship of the university, particularly of the faculty of education, to teachers' organizations. It proceeds from the characteristics of educational control within Canadian social constraints to changes in university characteristics which suggest future requirements for interaction among community institutions. Reference is made to some representative types of teachers' association, specifically to the model of professionnal cooperation in Alberta. c) Dec. 1977. d) Robert F. Lawson, Fac. of Education, University of Calgary.

A23 a) University organizational and planning structures: recent developments and future trends. b) Project involving visits and interviews at Queen's University, York University and the Ontario Institute for Studies in Education, which have recently undergone major reorganizations of their planning and administrative structures, and at three other Ontario universities. c) 1978. d) B.L. Hansen and G.S. Tracz, Ontario Institute for Studies in Education.

A24 a) A history of women at the University of Toronto. b) Project designed to provide an introduction to the topic of women in higher education from a historical perspective. Materials (original documents, pictures, comprehensive bibliography, analytical commentary) are designed for use at the secondary and post-secondary levels and by the general public. c) 1977. d) J. Brown, Ontario Institute for Studies in Education.

A25 a) Women in Canadian history. b) The project produces materials for teachers at university, community college and highschool levels on the history of the life, work, role and education of Canadian women. Various papers have already been produced. c) April 1978. d) A. Prentice, Ontario Institute for Studies in Education.

A GENERAL/ GENERALITES

A26 a) History of the Royal Society of Canada. b) History from its inception, 1882. PhD thesis, University of Toronto. c) 1979. d) Dorothy Bartram, 16 Lochinvar Dr., St. Catharines, Ont. L2T 2B6.

A27 a) Aspects of political science in Canada - fifty years in the development of a discipline. b) Summary, analysis and critique of the development of political science both as a discipline and a profession. c) 1978. d) Michael Stein, McMaster University; John E. Trent, Dept. of Political Science, University of Ottawa. f) To be published in book-form.

A28 a) Survey of research in the postsecondary institutions in the Maritime Provinces. b) Study on research, including researchers, research facilities, research grants, needs, etc. c) Mid-1978. d) Brian T. Newbold, Dépt. de chimie, Université de Moncton. f) To be published by the Maritime Provinces Higher Education Commission, Box 6000, Fredericton, N.B.

A29 a) The Canadian university academic year. b) Study of university calendars including length of the university year, length of intersessions, summer sessions, extension courses, factual data, indication of trends and anticipated changes, identification of possible problems and recommendations. c) Early 1978. d) John Meagher, Dept. of Physical Education, University of New Brunswick. f) To be published by the Maritime Provinces Higher Education Commission, Box 6000, Fredericton, N.B.

A30 a) Academic development in the University of Toronto since 1960. b) Review and assessment of development in areas such as multi-campus status, program change, governance, role of colleges and instructional development. c) Sept. 1979. d) John Kirkness, Division of Humanities, Scarborough College, 1265 Military Trail, West Hill, Ont. M1C 1A4.

A31 a) A facility inventory of New Brunswick Community College. b) The space inventory is which this study on based has been set up to identify the amount of instructional space available in the N.B. community college system; to determine the extent to which space is used; to make recommendations, if necessary, for a more efficient use; to determine the extent to which additional space is required for the system's five regions for the period 1977-82. c) Dec. 1977. d) Alphonse B. Gaudet, Fac. des sciences de l'éducation, Université de Moncton. f) To be published by New Brunswick Community College, Box 6000, Fredericton, N.B. E3B 5H1.

A32 a) Co-operative education in Canada. b) Summary of co-operative education programs offered at colleges and universities. c) August 1977. d) G.M. Lancaster, Co-op Education, Fanshawe College, 1460 Oxford St. East, London, Ont. N5V 1W2.

A33 a) Further education study. b) To study and make recommendations concerning further education needs of the people of the Northwest Territories, in consultation with representatives of the professional education community and the Territorial community. c) End 1978. d) R.D. Sparham, c/o Executive Offices, Government of the Northwest Territories, Yellowknife, N.W.T. X1A 2L9.

A34 a) Elaboration d'une problématique en didactique. b) L'approche systé-

matique constitue un cadre conceptuel qui possiblement pourra aider à définir une problématique plus globale de la didactique, sans pour autant négliger l'aspect objectuel de la connaissance. c) Sept. 1978. d) Jacques Désautels, Fac. des sciences de l'éducation, Université Laval; Pierre-Léon Trempe, Fac. des sciences de l'education, Université du Québec à Trois-Rivières. f) Sera publié dans un volume intitulé: *Essai de Didactique Générale*.

A35 a) The Queen's University study of occupational therapy. b) Using as a data base the responses of 835 occupational therapists as well as other health professionals, the study examined current problems in OT, need for auxiliary personnel and type of training program required for such personnel. Problems of undergraduate education in OT and the need for some form of advanced training in the occupation were also explored. c) Sept. 1977. d) James D. Maxwell, Dept. of Sociology, Queen's University. f) Final report *Occupational Therapy: The Diffident Profession*, 190 p., available from Health and Welfare Canada or Canadian Association of Occupational Therapy, 4 New St., Toronto, Ont., on loan basis. Article in *Canadian Journal of Occupational Therapy* Sept. 1977.

A36 a) Systems of higher education: Canada. b) Critical review of the design, management and effectiveness of the provincial and national higher education systems in Canada, as part of a 12-country study sponsored by the International Council for Educational Development. c) 1978. d) Edward F. Sheffield, 408-195 Clearview Ave., Ottawa, Ont.; Jeffrey Holmes, Education, Science and Culture Division, Statistics Canada, Ottawa, Ont.; James H. Whitelaw, Concordia University; B.B. Kymlicka, Fac. of Social Science, University of Western Ontario; Duncan D. Campbell, Fac. of Extension, University of Alberta. f) Monograph to be published for ICED by Interbook Inc., New York, 1978.

A37 a) Social work education: the Regina case. b) Historical analysis of the development of social work programs of the University of Regina, focusing on uniquely combined commitments to accessible, experiential learning involving community and client in development of new professional competencies. c) 1978. d) Karl H. Stange, Fac. of Social Work, University of Regina.

A38 a) The educational sociology of Emile Durkheim and the institutionalization of Canadian higher education. b) Analysis of Durkheim's theoretical work on social change and differentiation to demonstrate that due for affective and cognitive range specific qualities of human beings, the pattern of reality construction varies historically for Durkheim in a regular manner. Education plays a crucial role in a Durkheimian construction, and he has a theory about likely changes in the size and nature of formal education, particularly in relation to secondary and postsecondary developments. Currently, the study reviews historical changes in Canadian higher education as a case study for comparison with Durkheim's ideas on the emergence of educational policies and institutions. c) Summer 1978. d) Michael Hammond, Division of Social Sciences, Scarborough College, West Hill, Ont. M1C 1A4.

A39 a) The federated college structure in Manitoba. b) Historical analysis of the development of the federated college structure within the University of Manitoba, 1877-1977. Examination of the various forms of college-university relationship in terms of the particular mandates of the colleges and of the institu-

tional development of the university itself. c) Feb. 1977. d) Alexander Gregor, Fac. of Education, University of Manitoba. f) Paper delivered at the Conference on Higher Education in Canada, University of Manitoba, Feb. 1977.

A40 a) Une étude comparative des structures universitaires dans huit universités de quatre pays. b) Cette thèse de doctorat a pour but de dégager un modèle de structures à partir d'une grille d'observation axée sur la gouverne, l'administration et la gestion des universités suivantes: Californie, Stanford, Paris avant 1968, Paris après 1968, Londres, Cambridge, Québec et Montréal. c) Mai 1980. d) Jean-Louis Fortin, Fac. de médecine dentaire, Université de Montréal.

A41 a) Five-year report - 1973-1978 - Postsecondary Research Reference Committee (Manitoba). b) Description of the organizational structure, function and activities of a cooperative-operational research committee charged with broad responsibilities in postsecondary education, ranging from assessing student demands from grade ten to graduation and after postsecondary outcomes. Reports and results are listed. c) Jan. 1978. d) C. Vincent, Postsecondary Research Reference Committee, 534 Berry St., Winnipeg, Man. R3H 0R9.

A42 a) Manitoba Committee on Exploration of Outcome Indicators. b) Comprised of members of the universities, the Universities Grants Commission and the Manitoba government, the Committee's responsibilities are to explore, assess and make recommendations on appropriate outcome indicators for the universities and the Province of Manitoba. Results indicate that all institutions identify such indicators as priority items and recognize the need for cooperation and coordination of research activities in order to obtain province-wide perspectives. A pilot year study will be undertaken at Brandon University. c) Sept. 1977. d) Manitoba Committee on Exploration of Outcome Indicators, Co-Chairmen: B. Hoffman, Research Reference Committee, 11-395 Berry St., Winnipeg, Man. R3J 1N6, and J.E. Nykoluk, 693 Taylor Ave., Winnipeg, Man.

A43 a) The legal relationship of the student to the college. b) The project contains a list of important legal principles created by a student's acceptance by the college of applied arts and technology. Principles are described concerning the college's right to establish rules and regulations governing student behavior and discipline. Two major areas covered are "domestic" and quasi-judicial", the latter being those areas in which courts may become involved. The results are the codification of the main rules and principles as extracted from all Canadian cases reported over the last 20 years and a selected group of British and American cases. c) Feb. 1978. d) Richard A. Piner, Fanshawe College of Applied Arts and Technology, P.O.Box 4005, Terminal C, London, Ont. N5W 5H1.

A44 a) The Worth Report and developments in Alberta's postsecondary policies and structures, 1968-76. b) PhD dissertation using the historical case study method and a systems approach to examine Alberta's higher education policies and structures for the years priorand following the 1972 Worth Report on education in Alberta. Events and decisions prior to the report contributed to the recommendations for consolidation and reorganization, indicating that the report in large measure publicized events already in progres. Following the report, recommendations for reorganizing received more favorable responses than those for consolidation. The major change concerned the establishment of the Department of Advanced Education which tended to dominate postsecondary developments in the province. c) Oct. 1977.

d) Margaret Nussbaumer, 11411-79 Ave., Edmonton, Alta. T6G 0P5. f) Available in the Library, University of Alberta.

A45 a) Evaluation des bibliothèques universitaires. b) Etude sur la situation des bibliothèques et leurs besoins de développement. c) Avril 1978. d) Service de la formation générale et professionnelle, Direction générale de l'enseignement supérieur, Ministère de l'Education du Québec, 20ième étage, 1035, de Lachevrotière, Québec, Qué., G1R 5A5. f) Publication du ministère de l'Education du Québec.

A46 a) Interorganizational relationships and effectiveness in a program for the preparation of allied health professionals. b) Examination of the forms of linkages between postsecondary institutions and external organizations participating in joint cooperative programs. The effectiveness of each program was ascertained using a multi-criteria approach. An analysis of the findings resulted in the development of six generalizations concerning interorganizational linkages and program effectiveness. c) Dec. 1977. d) Michael B. Andrews, Northern Alberta Institute of Technology, 11762-106 Street, Edmonton, Alta. T5G 2R1.

A47 a) Institutional renewal in postsecondary units of home economics in Canada. b) PhD research to study the renewal process in degree-granting units of home economics. Objectives are to determine the extent and nature of recent changes within such units, the characteristics of change-oriented units, and the relationship between the extent and nature of change and certain contextual and structural factors; and to discover some determinants of responsiveness to a change goal and of the effectiveness of a goal-specific renewal strategy. c) August 1978. d) E.M. Crown, Fac. of Home Economics, University of Alberta.

A48 a) Evaluation of social science education. b) Published information was analysed to evaluate the effect of government policies on graduate enrolment in social sciences, the kinds of students enrolled and the graduation pattern for different graduate degrees. c) 1977. d) L. Niemann. e) Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto. Ont.

A49 a) Fourth Evaluation Report 1976-77: Native Students Services, University of Calgary. b) Description of the Native Students Services office, University of Calgary. This service is offered to native students; tutoring, counselling and a study room and lounge are provided. The report gives statistics and general information on the facilities. c) Oct. 1977. d) I.R. Brooks and Evelyn Moore-Eyman, Native Students Services, University of Calgary. f) Mimeographed report, 127 p.

A50 a) The role of the university with respect to enrolments and career opportunities, admission policies, continuing education and community colleges / L'attitude de l'université concernant les inscriptions et les possibilités de carrière, la politique en matière d'admission, l'éducation permanente et les collèges communautaires. b) The report studies the above-mentioned topics on a Canada-wide basis and offers recommendations which would be applicable to the institutional, regional or national levels/Le groupe de travail a étudié les sujets sus-mentionnéset fait des recommendations applicables aux niveaux institutionel, provincial ou national. c) Dec. 1977. d) Maurice Barbeau, Université Laval; Iain Bruce, Memorial University; John Clake, University of Winnipeg; Jan Morgan,

Carleton University; Robert Patry and/et Marion Porter, AUCC, f) Available in English or French from/disponible en français ou en anglais à l'AUCC, 151 Slater, Ottawa, Ont. K1P 5N1.

A51 a) Les structures cognitives dans l'apprentissage. b) Identifier les structures cognitives et leur dynamique relativement à certain type d'apprentissage. Evaluer certains modèles explicatifs comme ceux de Guilford, Scandura, D'Hainault, etc. c) En cours. d) Pierre Dalceggio, Service pédagogique, et Serge Racine, Fac. des sciences de l'éducation, Université de Montréal; Réal Larose, Fac. des sciences de l'éducation, Université de Sherbrooke; Jean-Guy Meunier, Dép. de Philosophie, Université du Québec à Montréal.

A52 a) DEMODE. b) Jeu interactif (8 à 12 participants) en situation simulée visant à sensibiliser les participants aux principaux courants idéologiques qui sous-tendent la pédagogie contemporaine, et à les amener à identifier leurs propres pédagogiques. c) Mars 1978. d) Pierre Dalceggio (voir plus haut). f) Jeu édité par le Service pédagogique, Université de Montréal.

A53 a) Ideas of the English-speaking universities in Canada to 1920. b) Unpublished doctoral thesis. Purpose: to provide an account of the ideas expressed about Canadian English-speaking universities from the first foundations in the 1800's until 1920 and to serve as a basis upon which an account of the ideas from 1920 to the 1970's can be presented in the future. Each part of the study (to 1860, 1861-1890, 1891-1920) begins with an brief introduction and ends with a conclusion summarizing the ideas characterizing the period. A summary is provided to draw together the findings in the concluding chapters and to relate them to the preface which explains the study's purpose and approach. c) Dec. 1977. d) Marni Lithgow de Pencier, 247 Forest Hill Road, Toronto, Ont. M5P 2N3. f) Obtainable from School of Graduate Studies, University of Toronto.

A54 a) Le concept d'indicateur appliqué à l'éducation. b) Le concept analogue d'indicateur est étudié dans six recherches menées aux Etats-Unis et en Europe. L'étude s'inscrit dans un projet plus global d'analyse institutionnelle mené par le CADRE. c) Nov. 1978. d) Paul-Emile Gingras, CADRE, 1940 est, boul. Henri-Bourassa, Montréal, Qué. H3B 1S2.

See also/voir aussi:

B4 Buts institutionnels: instrument d'identification.

B14 Alternatives for university financing and their impact on excellence in teaching and research.

B20 The impact of Malaspina College on the local economy.

B22 Analyse institutionnelle et prise de décision.

C29 La pédagogie universitaire: bibliographie signalétique.

C34 Teachers' thories and perceptions related to learning and teaching in higher education.

A GENERAL/GENERALITES

C48 Study and teaching of Canadian social history.

C58 The development of the economies of education.

C69 La correspondance scolaire et la réalité francophone au Canada.

E48 Accueil 80 - Structures d'accueil aux études universitaires de premier cycle pour septembre 1980.

F29 La fonction sociale de l'université.

F34 La stratégie inter-organisationnelle de formation continue.

F36 Epistémologie critique de la recherche en éducation permanente.

B ADMINISTRATION, FINANCE AND MANPOWER/ADMINISTRATION, FINANCES ET MAIN-D'OEUVRE

Costs; planning; information systems; models; enrolment and other projections; manpower; employment of graduates; statistics; governance.

Coûts; planification; systèmes d'information; modèles; prévisions des inscriptions et autres; main-d'oeuvre; emploi des diplômés; statistiques; administration.

B1 a) Impact of collective bargaining on college and university management information systems. b) Small scale study intending to analyse the data needs that the negotiating process generates, and the resulting implications such as managerial competence, organizational restructuring, information systems development and planning potential. c) April 1978. d) G.S. Tracz, Ontario Institute for Studies in Education. f) Preliminary report available.

B2 a) Survey of the employment situation for persons completing the refresher course for graduate nurses at the British Columbia Institute of Technology. b) Employment situation survey of nurses who had been out of the work force for a number of years and had taken a refresher course to prepare them to return to the work force, become registered in B.C. or go on to other training. Also compared Manpower sponsored students with others. c) March 1977. d) Eleanor Riches, B.C. Institute of Technology, 3700 Wellingdon Ave., Burnaby, B.C. V5G 3H2.

B3 a) Marketing the responsive university. b) Theoretical and practical investigation of the implications of changing market structure on demand for the number and type of university places. c) Continuing. d) D.W. Gillingham and D.S. Halfhill, School of Commerce and Administration, Laurentian University. f) Preliminary overview published in the 1977 conference proceedings of the Canadian Association of Administrative Sciences.

B4 a) Buts institutionnels: instrument d'identification. b) A l'aide d'une technique Delphi adaptée, les groupes de base d'une institution sont associés à l'identification des buts institutionnels. Les trois fascicules de cette publication constituent l'instrument de travail. c) Avril 1977. d) Claude Fortier et Mathieu Girard, CADRE, 1940 est boul. Henri Bourassa, Montréal, Qué. H3B 1S2. f) CADRE, collection *Analyse institutionnelle* no 4.

B5 a) Données et indices pour l'analyse institutionnelle. b) La notion d'indicateur des résultats en éducation est explicitée à partir de diverses utilisations qu'en font l'OCDE, les planificateurs, les tenants de l'accréditation et, plus spécialement, de l'"accountability". c) Mars 1977. d) Paul-Emile Gingras, CADRE (voir plus haut). f) CADRE, collection *Analyse institutionnelle* no 6.

B6 a) Academic unit management modelling by goal programming. b) Study of the allocation of faculty and other departmental expenditures optimized with respect to teaching ratios, budget compliance and rank distritubion, subject to faculty flow, student enrolment and other constraints, similar to Lee and Clayton. c) In progress. d) Bryan C. Smith, Analysis and Planning Group, University of Guelph.

B7 a) Financial and other aspects of progression through the ranks. b) Simulation study of cost of career programs based on a regression study of important variables with alternative policy development on promotion, hiring and attrition,

with commentary and bibliography. c) Aug. 1977. d) Bryan C. Smith (see above)

B8 a) Etude des facteurs expliquant la croissance du personnel non enseignant dans l'université. b) Etude de cas, à partir d'une université québécoise, de facteurs quantitatifs et qualitatifs justifiant la croissance en nombre et en diversité du personnel non enseignant. Les variables retenues se situent au point de convergence entre le courant des écrits sur les entreprises à caractère bureaucratique (Crozier, Blau, Weber, Merton), des écrits sur les universités (Veblen, Stroup, Touraine, Kerr, Blau) et des écrits sur la planification des ressources humaines dans les grandes entreprises (Bell, Vetter, Jardillier, Guérin). Recherche pour l'obtention du doctorat. c) Juin 1980. d) Gilles Carrier, 125, Beechwood, Dollard-des-Ormeaux, Qué. H9A 1K7.

B9 a) Future trends in enrolment and manpower supply in Ontario. b) Projections of enrolment, graduates and potential labor force entrants from every level of Ontario's formal education system, with historical series from 1971 and detailed projections to 1985. Based on projected population, trends of the major variables to the turn of the century are also indicated. Implications of the findings are discussed, with special emphasis on the effect the number and educational attainment of future school leavers will have on the labor force. Results of a survey of the employment status and salaries of 1974 postsecondary graduates are presented to indicate job market prospects in various disciplines. c) April 1977. d) Z. Zsigmond, G. Picot, M.S. Devereaux and W. Clark, Education, Science and Culture Division, Statistics Canada, R.H. Coats Building, Tunney's Pasture, Ottawa, Ont. K1A 0T6. f) Statistics Canada Catalogue 81-567 (available in English and French).

B10 a) Future trends in enrolment and manpower supply in Canada. b) Conception, methodology and goals same as the above reported Ontario study, but applicable to the national level. A Canada - USA comparison will be included c) Spring 1978. d) Z. Zsigmond, G. Picot, M.S. Devereaux and W. Clark (see above).

B11 a) Predictive salary requirements model. b) Existing staff data (salary, rank, age, years of service, etc.) will serve as input to the model which will use historic and/or user-specified practices regarding retirement, resignation, termination, starting positions, vacancy replacement and merit increments as well as mortality rates, to project salary pressures that present and future staff will bring to bear on the university. The model is programmed in FORTRAN IV c) Dec.1977. d) Wm. Cairns and Warren Shockey, Institutional Research and Planning, University of Alberta.

B12 a) Income redistribution effects of university education in Ontario: a general benefit-cost approach. b) Using the 1974 class of full-time male graduates in Ontario universities as a sample, the study attempts to measure the extent to which the universities as wealth-creators generate regressive effects on income distribution. c) July 1977. d) O. Mehmet, Fac. of Administration, University of Ottawa. f) To be published by the Ontario Economic Council.

B13 a) Reader on departments. b) Book for faculty, chairpersons, deans and other administrators that analyses data on departmental functioning and suggests ways to improve departments. Case studies are invited from chairpersons and secretaries to note the conditions that make for development in different types of academic departments. c) Spring 1978. d) David B. Booth, Dept. of Sociology and

Anthropology, University of Windsor.

B14 a) Alternatives for university financing and their impact on excellence in teaching and research. b) The AUCC sponsored report will describe and comment on the various sources of university income in Canada, the mechanisms and procedures of public funding, and the impact which different means of financing university operations in the future can be expected to have on the quality of teaching and research. The report will discuss the roles of federal and provincial governments in relation to postsecondary education. c) March 1978. d) Peter M. Leslie, Dept. of Political Studies, Queen's University f) To be published by AUCC (monograph).

B15 a) The extent and nature of community use of physical recreation facilities at Canadian universities. b) Conducted in 49 universities, the study attempted to answer descriptively the following areas of concern: the universities' philosophical position towards community use of their recreational facilities, their policies and reasons for/against community use; number of universities with campus-community recreation programs and the nature, organization and administration of these programs; financial information; opinions of those conducting these programs as to their future directions. Master's thesis. c) Sept. 1977. d) Peter Hopkins, Department of Athletics, University of Waterloo.

B16 a) Evaluation of educational experiments on the Hermes satellite. b) Evaluation of the educational experiments in Canada on the Hermes satellite in order to produce a model for the use of satellites in Canadian education. The project includes cost studies and a needs survey. c) 1978. d) John S. Daniel and Murray Richmond, Athabasca University.

B17 a) Relative effectiveness of several delivery systems of university extension courses: Phase I. b) Evaluating the effectiveness of alternative delivery systems for university extension courses in mathematics and mathematics education, the study was concerned with selecting and acquiring, or developing and testing, instruments required for data collection. c) 1977. d) H.H.Russell and R.E. Traub, Ontario Institute for Studies in Education.

B18 a) A study of the demand for places in Ontario universities and colleges, 1977-1985, with preparation of an enrolment forecasting model for Ontario. b) Project designed to produce a set of enrolment forecasts, with an explanation of their methods of calculation and assumptions, a discussion of the appropriate methods for different purposes and the direction and likely magnitude of error; and to prepare a forecasting system which will allow an annual revision of estimates without undue difficulty and provide the basis for further work on the forecasting model. c) April 1978. d) C. Watson and S. Quazi, Ontario Institute for Studies in Education.

B19 a) The careers of fellowship holders under the Health Research and Development Programs Directorate (HRDP) training program. b) Study to determine whether the HRDP fellowship training program is achieving its objectives to facilitate the preparation of individuals to enter the field of health care research. c) Jan. 1978. d) D. G. Fish, Fac. of Medicine, University of Manitoba.

B20 a) The impact of Malaspina College on the local economy. b) To assess the impact on the local economy by estimating direct and indirect expenditures of the college, its students and employees; college-related revenue received by local go-

vernment; costs incurred by local business and government due to the college's existence; the number of direct and indirect local jobs attributed to the college's presence; and direct and indirect expenditures and jobs associated with recently completed college construction work. c) Sept. 1977. d) Robert L. Jeacock, Administrative Studies, Malaspina College, 900 Fifth St., Nanaimo, B.C. V9R 5S5.

B21 a) Follow-up study on baccalaureate nurse graduates of McMaster University School of Nursing. b) Through a mail questionnaire graduates will be asked for information on their employment since graduation, a description of their current role, their continuing education, a broad evaluation of their baccalaureate program and some demographic data. Supervisors of graduates will be asked for their perception of the graduate's role, the graduate's ability to meet the expectations of their role, the amount of orientation necessary before the graduate is considered to be fully functionning in their role and their opinion, as supervisors, regarding the deficits and strengths of the McMaster program. c) Ongoing. d) D. J. Kergin, J. Watts, J. Crook, J. English and E. Feldman, School of Nursing, McMaster University.

B22 a) Analyse institutionnelle et prise de décision. b) L'étude aborde le "decision making" comme stratégie possible en analyse institutionnelle. Après avoir identifié les étapes du processus de prise de décision, les principes opérationnels qui les sous-tendent et les techniques qui peuvent les appuyer, on entend situer analyse institutionnelle et "decision making" l'une par rapport à l'autre: ressemblances, différences, articulation. On se propose aussi d'explorer quelques modèles de cheminement d'une analyse institutionnelle formellement menée dans une perspective de "decision making". c) Automne 1977. d) Pierre Lucier, CADRE, 1940 est, boul. Henri-Bourassa, Montréal, Qué. H2B 1S2. f) *Analyse institutionnelle et prise de décision*, Montréal, CADRE, 1977.

B23 a) Profile Canada. social and economic projections. b) In addition to substantial text content concerning Canadian life styles and economic prospects, the book includes a chapter on alternative educational futures, relating to enrolment, financing, programming and career options in higher education in the 1980s. c) April 1977. d) Gerald B. Mc Cready, Human Resources Management, St. Lawrence College, Box 6000, Kingston, Ont. f) Irwin-Dorsey Ltd, Georgetown, Ont., $13.95.

B24 a) Survey of 1976 Ontario postsecondary graduates. b) To gather data on employment, salary and student status for 18 to 24 months following program completion in 1976; job satisfaction of employed graduates, the perceived relevance of their program to the job and its value as a preparation for the job; and job search and mobility of unemployed graduates. Data can be classified by level of education, program, occupational activity, sex, age, parental education and occupation, and degree or prior work experience. c) Nov. 1978. f) Data to be available from Information Resources Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont. or Education, Science and Culture Division, Statistics Canada, Ottawa, Ont.

B25 a) Postsecondary plans, aspirations and profile characteristics of Manitoba highschool students, 1977-78 - Postsecondary Demand and Enrolment Model II. b) Finishing its third year of operation, the PDEM-II project surveys grade 10-12 students; provides information on student preferences for postsecondary education,

real and potential barriers to participation, profile characteristics, financial aid needs and awareness of the Manitoba student aid program; and forecasts postsecondary enrolments three years forward. c) Dec. 1977. d) C. Neil Russell, B.J. Warrack and Larry K. Bremner, Postsecondary Research Reference Committee of Manitoba, 534 Berry St., Winnipeg, Man. R3H 0R9.

B26 a) Postsecondary forecast, Fall 1978, 1979 and 1980. b) Based upon an October 1977 survey of 4600 grade 10-12 Manitoba students and using the PDEM-II model forecasts are made by institution and faculty or program. Overall enrolments in postsecondary institutions are expected to remain constant during next three years. Community college sector could grow substantially in terms of actual student demand but places may not be available. Individual institutions show significant increases or declines in market shares, with a trend away from university and to community college. Very large group of "undecided" students is evident and these appear as a shift from non-postsecondary direct to job groupings. c) Jan. 1978. d) C. Neil Russell, B. J. Warrack and Larry K. Bremner (see above).

B27 a) Study of the costs of university research. b) Commissioned by the Canadian Committee on Financing University Research, the study will assess and investigate the direct and indirect costs of specifically funded research at a sample of universities. c) Oct. 1978 d) Steering Committee, A.H. Headlam, Chairman; consultant: W.B. McMinn, Woods, Gordon & Co., Box 253, Toronto-Dominion Centre, Toronto, Ont; project staff: K. Clements, Canadian Association of University Business Officers, and J. F. Houwing, Association of Universities and Colleges of Canada, 151 Slater St., Ottawa, Ont. K1P 5N1.

B28 a) Community assessment project. b) The objective was to determine interests and preferences of the community regarding course offerings and to compare this to what Camosun College offers. This information will form one component when making program changes, setting priorities and assessing College performance. c) Feb. 1978. d) T.H. Clement, Camosun College, 1950 Lansdowne Road, Victoria, B.C. V8P 5J2.

B29 a) Demographic survey. b) From 1971 onwards, census data on the variables sex, age, education and income, for the Camosun College community region, will be collected and reorganized according to the first three postal code characters. This information will form a baseline for future studies, assist in long range planning, help determine resource allocation and facility location, and generally form an input into Camosun's decision-making process c) Ongoing. d) T.H. Clement (see above).

B30 a) Follow-up of graduates. b) In order to receive feedback on a number of variables (such as employment status, income, reactions to course of studies, suggestions for curriculum improvements) from graduates of Faculty of Social Work, a survey is undertaken between six months and one year following graduation. The data are intended to guide decisions about the number of applicants admitted to the program and curriculum modifications which might make the course of studies more relevant to employment requirements. c) Ongoing d) G.W. Maslany and M. Weston, Fac. of Social Work, University of Regina.

B31 a) A systematic follow-up of postsecondary students. b) Study focusing

on the development of models which constitute a conceptual framework for planning and implementing follow-up of students. The framework consisting of three related models may be applied at the provincial system or institutional level. c) Dec. 1977. d) A. G. Konrad and J. M. Small, Fac. of Education, University of Alberta.

B32 a) Relance universitaire. b) Etude auprès de tous les diplômés des universités québécoises de 1975 afin de connaître leur situation sur le marché du travail. c) Printemps 1978. d) Service de la formation générale et professionnelle, Direction générale de l'enseignement supérieur, Ministère de l'Education du Québec, 20ième étage, 1035, de Lachevrotière, Québec, Qué. G1R 5A5. f) Publication du ministère de l'Education du Québec.

B33 a) Costs and benefits to employers of apprenticeship training. b) Apprenticeship training is thought to be affected by the perceived high cost to the employer. The study undertook to determine the net cost to an employer of training apprentices in the metal machining trades. c) 1977. e) Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto. Ont.

See also/voir aussi:

A2 Quelques facteurs agissant sur l'évolution des structures dans l'enseignement supérieur.

A8 The majority minority: women in Canadian higher education.

A9 A history of women at McGill.

A11 Unionization in Canadian universities.

A12 Economic development and postsecondary education in Northern Ontario.

A14 Faculty unionism and collegial decision-making: compatible or contradictory?

A23 University organizational and planning structures: recent developments and future trends.

A30 Academic development in the University of Toronto since 1960.

A31 A facility inventory of New Brunswick Community College.

A40 Une étude comparative des structures universitaires dans huit universités de quatre pays.

A43 The legal relationship of the student to the college.

A44 The Worth Report and developments in Alberta's postsecondary policies and structures, 1968-1976.

C100 Analyse du marché du travail en relations industrielles en vue de l'amélioration du programme et du développement de l'Ecole de relations industrielles.

D2 Ontario faculty mobility study.

D3 The supply and demand of personnel who require a vocational degree for positions in industrial and vocational education in Canada.

E26 Comparative analysis of decision groups.

E27 Barriers to postsecondary education: a path analysis.

E32 Attrition/completion patterns in an open admissions distance learning context.

E34 Employment status of the prospective teachers from the College of Education, University of Saskatchewan.

E45 Academic characteristics of graduates employed and non-employed in program related jobs.

F1 Threshold pricing: a strategy for the marketing of adult education courses.

F2 Course length versus course price: marketing factors in program planning.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Evaluation; teaching effectiveness, techniques and aids; grading; learning modes.

Evaluation; efficacité, techniques et aides de l'enseignement; notation; modes d'apprentissage.

C1 a) Student teacher assessment as a resource for training. b) Initial validation study of University of New Brunswick's teacher intern assessment instrument. Consideration of the frames of reference for effectiveness in delineating teaching behavior and as a basis for systematic analysis and "feedback" for confirmation of effective teaching behavior and remedial action in case of ineffective behavior. c) July 1977. d) Dale T. Hayes, Russell McNeilly and Tom R. Evans, Fac. of Education, University of New Brunswick; Weston Brook, Arizona State University, Tempe, Arizona.

C2 a) Descriptive analysis of teaching behavior of beginning teachers trained at UNB. b) The analysis will include an analysis of characteristic behaviors in verbal and non-verbal behavior between teacher and students, expertise in classroom competencies and class management skills. Implications for preparing teachers in these areas will be a major part of the report. Through sampling beginning teachers who completed in the first graduating class of the four-year BEd, and the fifth year BEd in 1977, data will be collected with the Flanders Interaction Analysis System, the Galloway Non-Verbal Interaction System, elements of the Program for Teacher Accountability, and a new teacher survey document. c) June 1978. d) Dale T. Hayes (see above).

C3 a) Student learning in lectures: lecture presentation and student note-taking. b) Study, using a sample of first-year undergraduates in a social science course, of note-taking behavior in relation to delivery characteristics of the lecturer; analysis of student lecture notes, audio-tapes of lectures and lecturers' notes. c) Sept. 1978. d) C. Furedy, Division of Social Science, York University.

C4 a) Introductory geography: development of a unit mastery - individualized system of learning. b) The varied background of students in a first-year geography course prompted adoption of an individualized approach to learning. A guarantee of certain achievement with the course material before entry into second-year courses is achieved by use of a unit mastery approach to learning. Course is based on an international text and the main vehicle to learning is a specially developed workbook which introduces additional specific Canadian examples. c) 1977. d) M. F. Fox, T.P. Wilkinson, J. Clarke and J. E. Tunbridge, Dept. of Geography, Carleton University.

C5 a) Description des erreurs en français écrit chez les étudiants de niveau collégial (cégep) et expérimentation d'un matériel pédagogique correctif choisi ou créé en fonction de la connaissance de ces erreurs. b) L'hypothèse de base repose sur l'existence de lois de comportements linguistiques déviants par rapport aux lois de la grammaire. Une certaine "systématicité" dans les comportements syntagmatiques déviants peut être constatée. L'étude des erreurs orthographiques et grammaticales d'un corpus de 2385 copies d'étudiants du collégial au Québec permettra de créer ou de sélectionner le matériel correctif utile. Un rapport de la première année de cette recherche (1976-1977) est disponible. c) Juin 1978. d)

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

Georges Beaulieu et Michel Paquin, Collège Bois-de-Boulogne, 10555 Bois-de-Boulogne, Montréal, Qué. H4N 1L3; Jean-Paul Bourgeau, Collège Lionel-Groulx, Ste-Thérèse-de-Blainville, Qué.,

C6 a) Evaluation de l'impact des interventions éducatives sur les attitudes des futurs dentistes face à leur rôle comme agents de prévention. b) Evaluation d'apprentissage de rôle professionnel. Inventaire de la littérature sur concepts de prévention appliquée à la dentisterie et aux maladies buco-dentaires. Rencontre avec les professeurs, examen des syllabus de cours et rédaction rapport fretin. Construction d'instruments de mesures. Etude longitudinale et retest des quatre groupes d'étudiants. Etude transversale. c) Juin 1981. d) Jean-Guy Pépin et Daniel Kandelman, Fac. de médecine dentaire, et Jean Lêveillé, Fac. des sciences de l'éducation, Université de Montréal.

C7 a) Enseignement programmé et informatisé de la pharmacie clinique. b) L'orientation actuelle de l'enseignement dans cette discipline comporte principalement deux parties: l'élaboration des notions fondamentales qui permettent de faire une synthèse d'un cas où sont impliqués le malade, le médecin, le pharmacien, la thérapeutique et le mileu dans lequel ils évoluent; leur application pour l'étude des cas de malades. Le système de cours programmé et informatisé qu'on propose améliorerait sensiblement l'apprentissage des étudiants et l'accessibilité d'une banque d'environ 700 histoires de cas. c) Déc. 1977. d) Jacques Gagné et Françoise Capet-Antonini, Fac. de pharmacie, Université de Montréal.

C8 a) Attitudes des malades à l'égard du médecin. b) Etude préparatoire à une recherche portant sur les attitudes des malades à l'égard du médecin et aboutissant aux répercussions de l'enseignement des sciences du comportement à la faculté de médecine sur des modifications éventuelles de ces attitudes. d) Ursula Forest-Streit, Fac. de médecine, Université de Montréal.

C9 a) Recherche évaluative sur l'élaboration et l'implantation d'un projet éducatif (stage-système de télé-apprentissage géré par l'étudiant) dans l'enseignement des sciences administratives. b) Description de l'élaboration d'un projet d'enseignement d'un cours de base en gestion des organisations répondant à une série d'objectifs, et de l'implantation de ce projet multi média dénommé "stage" à l'UQAM. Evaluation comparative entre les résultats obtenus avec le projet stage et le cours dispensé de façon traditionnelle. Analyse du taux d'atteinte des objectifs. Propositions concernant la généralisation du modèle à d'autres disciplines. c) 1978. d) Pierre Simon et Jean-Claude Forcuit, Dépt. d'administration, Université du Québec à Montréal. f) Un premier document de recherche est disponible: *Stage-système de télé-apprentissage géré par l'étudiant - une expérience multi média*, UQAM, sept. 1977, 117 p., $5.00.

C10 a) Analyse et évaluation de documents éducatifs audio-visuels non-imprimés dans la perspective de vérifications et de révisions auprès du s'éduquant (L.V.R. : Learner Verification and Revision). b) Etablir un constat sur la situation du document audio-visuel éducatif au Québec et au Canada quant à leur nombre et surtout quant à la proportion des documents évalués et sur le type d'évaluation auquel ils ont été soumis. Mettre au point des méthodes nouvelles d'évaluation inspirées du processus L.V.R., simples, peu coûteuses et faciles d'emploi, pour les enseignants, les spécialistes de la technologie éducationnelle et les producteurs de documents. Effectuer des expériences sur les variables de l'évaluation L.V.R. et sur la façon

de mettre à l'essai des documents et de les réviser à partir du feedback des mises à l'essai. c) 1979. d) Pierre Bordeleau et Harold Stolovitch, Fac des sciences de l'éducation, Université de Montréal.

C11 a) Réalisation d'un manuel d'orientation et d'information sur l'audio-visuel universitaire dans le monde francophone. b) Outil de travail et ouvrage de référence (grâce à un fichier détaillé sur chaque centre audio-visuel ou départment où s'enseigne l'audio-visuel) pour ceux qui oeuvrent en audio-visuel dans le secteur universitaire et pour les planificateurs qui doivent implanter un centre audio-visuel. c) Sept. 1977. d) Ivan Steenhout, Institut international de la communication, Université de Montréal. f) *Livre de l'audio-visuel dans l'Université*, Institut international de la communication.

C12 a) Comprehension of writing and spontaneous speech. b) Comparison of university students' comprehension processes when faced with formal writing and with spontaneous speech. Results tend to support the hypothesis that greater precision of meaning reconstruction would be evinced in the response to writing than to speech. c) 1977. d) Laurence Walker, Dept. of Education, Mount St. Vincent University. f) *Visible Language*, XI (1), Winter 1977, 37-51.

C13 a) CORE program evaluation: native Canadians postsecondary education. b) Evaluation of educational program designed to assist native Canadians to enter and cope with stresses and demands of postsecondary education. c) Ongoing. d) Lilly S. Walker, Dept. of Psychology, Brandon Univesity. f) "University success for Canadian Indians", *Canadian Journal of Behaviorial Sciences*, 9(2), 1977, 169-175.

C14 a) Evaluation of experimental strategies designed to enhance student interest and achievement in large introductory sociology classes. b) Incorporation of research methods into introductory level sociology. Integration of substantive materials and manipulation of data to achieve stated educational goals. c) Interim report June 1977. d) Ann H. Diemer, Dept. of Sociology, University of Windsor. f) Paper presented at the Annual Meeting of the Canadian Sociology and Anthropology Association, Fredericton, June 1977, mimeo 11p.

C15 a) Education for health services administration: an examination of met and unmet needs. b) Following definition of administration, an in-depth study of Canadian and other university-based health administration programs is undertaken. Met needs are identified and an attempt will be made to design programs to satisfy unmet needs. c) March 1978. d) Walter R. Crowe, School of Business Administration, Lakehead University.

C16 a) Evaluation of a computer-assisted instruction system for medical students spending an elective month in a department of anaesthesia. b) Twelve series of multiple choice questions, each question followed by an explanation and reference, were programmed. Questions concern facts in anaesthesia related to anatomy, physiology, pharmacology, internal medicine, equipment and complications. Some students were computer-exposed, others not. Objectives of exposure are to ensure exposure to the spectrum of knowledge necessary for anaesthetic practice, stimulate student/preceptor interaction, and find out how much anatomy and physiology relevant to anaesthesia students know at the start of their elective. Results indicate anaesthetists have a role in teaching anatomy and physiology relevant to the clinical practi-

ce of their specialty, computer-exposed students do better in their exams than other students, and students consider the program a valuable adjunct to clinical instruction. c) April 1978. d) J.W.R. McIntyre, Dept. of Anaesthesia, University of Alberta Hospital, Edmonton, Alta. T6G 2B7

C17 a) Patient management problems in anaesthesia. b) Computer-assisted patient management problems were designed to test whether medical students acquired information of this nature during their elective in anaesthesia. Their results were compared with those of residents. Residents' performance was compared with the staff's prediction of their performance. Results have been discussed with reference to problem design; a new group of differently designed programs has been developed for testing family practitioners taking anaesthesia training. c) Dec. 1978. d) J.W.R. McIntyre(see above); E.N. Skakun and R.S. McLaughlin, Examination and Research Center, University of Alberta.

C18 a) Réapprentissage accéléré du français normatif au collège. b) Ce projet vise à expérimenter et à évaluer les effets de l'implantation d'un cours obligatoire de français normatif exclusivement réservé aux étudiants faibles, d'après leur résultat scolaire de français en secondaire V. Une étude sur l'efficacité de deux stratégies d'enseignement appliquées dans ce cours sera réalisée quant au rendement académique, aux taux d'abandons et d'échecs, et à la satisfaction des étudiants. c) Juin 1979. d) Alain Stievenart, Daniel Lanthier, Colette Melançon, Paul Boisvenu et Louis-Marie Fontaine, Collège Edouard-Montpettit, 945 chemin Chambly, Longueuil, Qué. J4H 3M6.

C19 a) Exercices structurés en relations humaines. b) Evaluation de l'impact pédagogique et socio-émotif d'une série d'exercices structurés de relations humaines auprès de diverses clientèles; élaboration des modèles d'utilisation pour chaque exercice en fonction de son évaluation antérieure. Ces informations permettront de connaître l'efficacité et les caractéristiques de chaque exercice, d'insérer ces exercices dans différentes stratégies pédagogiques et d'adapter ces stratégies aux différentes clientèles du cours de relations humaines. c) Juin 1978. d) Alain Saumier, Roger Duval, Paul Boisvenu et Louis-Marie Fontaine, Collège Edouard-Montpetit (voir plus haut).

C20 a) Perception de la méthode audio-tutorale chez les étudiants. b) Cette recherche a vérifié le degré de satisfaction des étudiants inscrits aux cours où était appliquée cette méthode. Un instrument de mesure fut construit afin de pouvoir évaluer la satisfaction des étudiants et vérifier les hypothèses de travail. c) Juin 1977. d) Paul Boisvenu et Louis-Marie Fontaine, Collège Edouard-Montpetit (voir plus haut).

C21 a) Evaluation de la rentabilité des cours d'appoint en mathématiques. b) Evaluation de la rentabilité de ces cours au Collège Edouard-Montpetit, portant sur l'effet des cours d'appoint sur le rendement ultérieur et les taux d'échecs et d'abandons dans les cours de mathématiques collégiaux, et sur l'efficacité de différentes conditions entourant l'apprentissage dans les cours d'appoint. c) Nov. 1977. d) Paul Boisvenu et Louis-Marie Fontaine, Collège Edouard-Montpetit (voir plus haut.

C22 a) Educational resources project. b) Investigation into the use of alter-

native learning modes (CAI/CMI;VTR; programmed, individualized and self-directed learning; AV; etc.) within postsecondary institutions, with particular regard to instructional quality enhancement, cost-effectiveness and potential application at Durham College. c) June 1978. d) D.E. Tripp, Durham College of Applied Arts and Technology, P.O.Box 385, Oshawa, Ont. L1H 7L7.

C23 a) An analysis of the functions of a faculty of education. b) Three-phase study. Phase I was a questionnaire directed to staff of the faculty of education indicating the priorities currently assigned to six functions and what priorities would be assigned in the future. A phase II survey selected rural and urban teachers on the climate of the faculty, the identification of absolutely necessary elements in initial teacher training and the determination of whose responsibility it is to provide these elements. Phase III solicits opinions from organizations and institutions as to what they perceive to be the responsibilities of a faculty of education. c) Sept. 1978. d) M.A. Bonneau, A.D. Gregor, R.L. Hedley, S. Leith, T. Morrison, K.Osborne, O.S.Trosky and H. Williams, Fac. of Education, University of Manitoba. e) R.L. Hedley.

C24 a) Evaluation de la formation des travailleurs en loisir selon un modèle basé sur les compétences. b) Elaboration d'un modèle intégré de formation basé sur les compétences en vue de réévaluer et reformuler les objectifs de formation dans ce domaine. Ce modèle se basera sur une recherche évaluant chez les divers intervenants en loisir, les habiletés exigées pour exercer les tâches requises pour l'exercice de leurs fonctions. Il y aura une évaluation de la place occupée par une tâche, les habiletés considérées importantes par rapport à cette tâche et le rôle de l'université dans l'acquisition de ces compétences. c) Déc. 1979. d) Gaétan Ouellet et Jean-Marc Beauchesne, Section Récréologie, Université du Québec à Trois-Rivières.

C25 a) Computer-assisted test construction and marking system (CATCAMS). b) The system generates either tests or individualized assignments and can also score assignments and prepare reports for feedback to students. It consists of a main program and individual subroutines in which different types of questions are coded to generate internal data. The system can be adopted for any course. c) Dec. 1977. d) I. Singh, Dept. of Chemistry, Mohawk College, Hamilton, Ont. L8N 3T2.

C26 a) Literate academic communication enhancement system (LACES). b) Study of optimal sequencing for teaching English composition for academic and professional communication. Computer-based objective testing coupled with statistical sequence analysis is used. c) 1980. d) Gary M. Boyd, Gerry Strei and G.M. Huntley, Dept. of Education, Sir George Williams Campus, Concordia University.

C27 a) Group learning process. b) Discussion, psychotherapy and micro-teaching groups are observed in action and videotaped; each member of the group is analyzed in terms of the McLeish-Martin coding system. Learning patterns and effective teaching patterns are identified. c) Dec. 1977. d) John McLeish and Sophia Preismann, Fac. of Education, University of Victoria.

C28 a) Conception et développement d'un équipement adéquat pour la diffusion de l'enseignement par voie audio-visuelle. b) Etude approfondie des différents procédés intervenant dans la conception d'un équipement de diffusion de matériel

éducatif audio-visuel. c) Fév. 1978. d) Alan J. Powel, William P. Hillgartner, G.W. Gibbs et B. Anderson, Instructional Communications Centre, McGill University.

C29 a) La pédagogie universitaire: bibliographie signalétique. b) Bibliographie signalétique de la documentation récente sur la pédagogie universitaire, les tentatives d'innovations en ce domaine et les besoins de formation pédagogique des professeurs. Mimeo 31 p. c) Fév. 1977. d) Ulysse Roy, Service de pédagogie universitaire, Université Laval.

C30 a) Position paper on nursing education: principles and issues. b) Following the 1974 policy decision to transfer health manpower preparation from the jurisdiction of the Alberta Department of Health and Social Service to that of Advanced Education, a task force on nursing education was established. *The Report of the Alberta Task Force on Nursing Education* was released in February 1976. Responses to the report were requested and received from employers, educators, nursing groups as well as from out-of-province and international health and education groups. Analysis of the responses resulted in the generation and publication of a position paper which reflects the Government of Alberta's deliberations and stand regarding nursing education. c) Nov.1977. e) Director, Health and Social Service Programs Branch, Department of Advanced Education and Manpower, 6th floor Devonian Building, 11160 Jasper Ave., Edmonton, Alta T5K 0L1.

C31 a) Etude pour l'amélioration du programme de baccalauréat spécialisé en psycho-éducation à l'Ecole de Psycho-Education de l'Université de Montréal. b) L'étude vise à identifier les fonctions que les diplômés du programme sont appelés à exercer; les types de candidats susceptibles de profiter du programme et les moyens d'en faire leur sélection; les moyens de formation les plus adéquats; les structures les plus susceptibles de favoriser une communication efficace entre formateurs. c) Sept. 1978. d) Richard E. Tremblay, Jacques C. Grégoire et Serge Larivée, Ecole de Psycho-Education, Université de Montréal. e) Richard E. Tremblay.

C32 a) Vérification de l'impact d'une transformation didactique à un laboratoire d'observation en psycho-éducation. b) Projet visant à vérifier l'impact de l'augmentation de la transmission de connaissances théoriques et l'augmentation du ratio animateur/étudiants sur la performance des étudiants (utilisation d'une technique) dans un laboratoire d'observation en psycho-éducation. c) Mai 1978. d) Richard E. Tremblay (voir plus haut); Hélène Beauchesne, 7775 St-Gérard, Montréal, Qué., H2R 2K5.

C33 a) Home-centred videotape counselling programs for parents of preschool deaf(0 to 5 years of age) in rural Newfoundland and Labrador. b) One-year experimental program (July 1977-1978) conducted by Memorial University and various professionals who work with hearing impaired children and designed to instruct parents in methods of teaching language to their profoundly deaf preschool children. Videotapes serve as major teaching tool; a qualified teacher of the deaf contacts each parent regularly to counsel them on any problems that arise. c) Dec. 1978. d) A.M. House, Fac. of Medicine, Memorial University; C. Neville-Smith, Department of Health, Government Building, Harvey Road, St-John's, Nfld. A1C 5T7. e) Erin M. Canning, Telemedicine Office, Memorial University.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C34 a) Teachers' theories and perceptions related to learning and teaching in higher education. b) FCAC sponsored study of professors' perceptions of their teaching role, their values re teaching and their "theories" of teaching and learning. The first phase involves a literature search, development of data gathering instruments (e.g. questionnaires, structured interviews) and pilot data gathering; pilot studies will be carried out at McGill and Concordia. In later phases more data will be gathered and the results related to strategies employed by faculty development centres. c) Sept. 1978 d) George L. Geis, Centre for Learning and Development, McGill University; Ron Smith, Dept. of Mathematics, Loyola Campus, Concordia University.

C35 a) Syntactic maturity from highschool to university: a first look. b) Using an instrument and three measures developed by Hunt and O'Donnell, 1965-70, the study examined the syntactic maturity of 300 students in already-established groups from grade ten through sixth-year university in Fredericton, N.B. Students in the higher grades and those in upper ability grade levels produced significantly longer clauses, T-units containing a greater number of clauses and longer T-units themselves. Words-per-T-unit was confirmed as the most useful of the three measures used. Students in the first three years of university did not display gains over the averages of the last two years of highschool; fifth-year university and graduate students showed some gain over regular highschool and undergraduate levels. c) Jan. 1977. d) Murray F. Stewart, Fac. of Education, University of New Brunswick. f) To be published in *Research In The Teaching Of English*.

C36 a) Sentence-combining and syntactic maturity in first-year university. b) Assessment of the effect on the syntactic maturity of first-year students (1976, 1977) of six weeks of practice with Strong's (1973) sentence-combining materials. For determining words-per-T-unit and words-per-clause ratios, the Syntactic Maturity Test of O'Donnell and Hunt (1970) and a free writing exercise were pre-post instruments. Analyses of covariance showed consistently positive results from both the 1976 and the 1977 treatments with F ratios significant to the .001 levels. The experimental groups registered improvement to levels will beyond those reported by Hunt for skilled adults. c) Jan. 1978. d) Murray F. Stewart (see above).

C37 a) La formation des personnels qui enseignent dans des classes dites "d'immersion française". b) Inventaire des caractéristiques personnelles et des besoins de formation de cette catégorie d'enseignants ainsi que de leur milieu d'enseignement, par des questionnaires et des entrevues: autorités administratives, enseignants, parents. Elaboration et mise à l'essai d'un modèle de formation initiale et continue. c) Août 1979. d) Magdelhayne F. Buteau et Helen Gougeon, Fac. des sciences de l'éducation, McGill University.

C38 a) La formation des personnels qui sont responsables de l'enseignement aux Néo-Canadiens. b) Inventaire des caractéristiques perscnnelles des élèves néo-canadiens et des immigrants allophones, et des besoins de formation de ceux qui enseignent le français à ce public scolaire. Questionnaires et entrevues systématiques. Elaboration de cours supplémentaires ou complémentaires destinés à ceux qui s'orientent vers ce type d'enseignement. c) Août 1980. d) Magdelhayne Buteau Jan Lobelle et Michel Laferrière, Fac. des sciences de l'éducation, McGill University.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C39 a) Successfully coping with the science curriculum. b) Evaluation of a modular, self-instructive learning technique in pre-college chemistry. c) Oct. 1977. d) R. Garnett Stephen, College Preparatory Program, Centennial College of Applied Arts and Technology, 651 Warden Ave., Scarborough, Ont. M1L 3Z6. f) To be published in *Adult Training Journal*.

C40 a) The analysis of instruction in higher education. b) Begun with the objective of determining teaching competencies in higher education, the project has led to the development of an instructional analysis kit. The kit, consisting of self-evaluation and analysis instruments and teaching improvement resources, with a supplementary student evaluation form, has been tested and is now in use in the course planning service at McGill's Centre for Learning and Development. Research is in progress to determine which areas of the instructional process professors choose to concentrate on for improving their teaching. c) June 1978. d) Janet G. Donald, Centre for Learning and Development, McGill University.

C41 a) The cognitive structure of disciplines. b) Three-year project seeking to develop a comprehensive theoretical framework for the structure and utilization of knowledge; to test the framework on a number of university disciplines to determine its comprehensiveness and the similarities and differences among disciplines according to the framework; and to examine the use of the tested framework as a resource for professors in planning courses and curriculum. c) June 1980. d) Janet G. Donald (see above).

C42 a) Evaluation study of OISE courses and graduate instruction. b) Evaluation through a questionnaire distributed to all students. Other graduate instructional activities such as general and thesis advising were also explored. c) 1977. d) A. Effrat, Ontario Institute for Studies in Education.

C43 a) Course evaluation and instructional development at OISE. b) Development and administration of an instrument designed to facilitate course evaluation to aid students in selecting courses, to assist faculty and students in improving courses, and to help units in program development. Results from the instrument and the procedures designed to accompany it will be analysed. c) 1978. d) A. Effrat (see above).

C44 a) Computer-assisted test construction in nursing education. b) Development of computer-based system for achievement testing associated with the nursing curriculum of Seneca College. c) April 1978. d) W.P. Olivier, Ontario Institute for Studies in Education.

C45 a) A status study of the MEd program, Department of Educational Administration, OISE. b) Study concerned with identifying problem areas, proposing alternatives, facilitating student recruitment and maintaining student contact after graduation. c) 1977. d) J. McCarthy, Ontario Institute for Studies in Education.

C46 a) Controlled peer supervision and transfer of teaching skills with community college instructors. b) Pilot study in which five division directors in a community college receive initial training on a number of basic teaching strategies. In addition to further developing their own skills, these people are interested in identifying relevant skills and devising effective methods of transmitting them to their colleagues. Report 8 p. c) Sept. 1977. d) M. Orme, Ontario Institute for

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDE ET ENSEIGNEMENT

Studies in Education

C47 a) Analysis of effects of an experimental course in moral education for college undergraduates. b) Three experimental courses in moral education for college undergraduates were developed and taught. The project analyses the data collected in order to assess these successive attempts to integrate developmental perspectives on moral learning with the subject matter of traditional introductory ethics courses. c) 1977. d) D.R. Boyd, Ontario Institute for Studies in Education f) D. R. Boyd and L. Kohlberg. "Medical Ethics: An Antidote for Sophomoritis" in *The Teaching of Biomedical Ethics to Liberal Arts Undergraduates*, Brad Saged (ed.), Associated Colleges of the Midwest. In press. 29p.

C48 a) Study and teaching of Canadian social history. b) Project attempting to produce the best possible research in the area of Canadian social history; to provide a base of research methods and materials for graduate students and historians; and to meet needs of highschool, university and adult students and educators by pioneering study of new questions and techniques and providing guidelines, paradigms, bibliographies, completed research and manuals. c) April 1978. d) I. Winchester, D. Levine, J. Tiller, C. Gaffield and E. Jackson, Ontario Institute for Studies in Education.

C49 a) Evaluation of "basic science option" in medicine. b) General evaluation of the option which was introduced in McGill's medical curriculum in January 1977 and occupies the last three months of the final year. Ten departments participate in the program which offers a number of topics for the students to choose from and covers in-depth knowledge of particular basic science; unlike the traditional system, the program offers basic science also after the clinical years. c) April 1979. d) Vimla Patel and H. Scott, Centre for Medical Education, and P. Cranton, Centre for Learning and Development, McGill University.

C50 a) Human justice program. b) Long-term project aimed at developing a degree-level education for personnel working at the interface between bureaucracies and the citizen (legal aid and police social workers, corrections personnel, etc.) to promote human justice through humane delivery of such services. c) In progress. d) O. H. Driedger, P.L. Havemann and R. Schriml, Fac. of Social Work, University of Regina. e) "Human Justice Program in Concept and Program", *Canadian Community Law Journal* (forthcoming).

C51 a) Research report on engineering education in the Maritimes. b) Information on the availability of engineering education and outline of present and future needs for the Maritime region. c) Feb. 1977. d) L.W. Shemilt, Fac. of Engineering, McMaster University. f) Report released by the Maritime Provinces Higher Education Commission, Box 6000, Fredericton, N.B.

C52 a) Research report on psychology education in the Maritimes. b) Type of psychology education in the Maritimes and its relationship to regional needs on the baccalaureate and graduate levels, student demand and characteristics, staffing, physical facilities and supporting resources. c) Summer 1978. d) George Ferguson, Fac of Arts and Science, McGill University. f) To be published by the Maritime Provinces Higher Education Commission, Box 6000, Fredericton, N.B.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDE ET ENSEIGNEMENT

C53 a) Assessment of the impact of a graduate program upon the performance and activities of graduates. b) Longitudinal study of students entering McMaster University's master of health sciences program. Two-phased project: pre and post-testing of knowledge, skills and attitudes (i.e. on program entry and exit); follow-up study (year after graduation) through questionnaires, of which the content reflects the program's philosophy, mailed to the graduate, a peer and their supervisor. c) July 1981. d) D.J. Kergin, C.L. Glanville, E.B. Murray, R. M. Pallister and E. Feldman, School of Nursing, McMaster University.

C54 a) The improvement of teaching using small group discussion. b) To develop and evaluate a method of improving feedback to teachers and generating alternative teaching strategies using small group discussions. The method, which is not advocated as a replacement of other such methods, but rather as an addition, has been described in *Ontario Universities Program for Instructional Development Newsletter*, 17, Nov. 1977, 3-7. Work is proceeding on refinements and a more systematic evaluation of its effects. c) Ongoing. d) Richard G. Tiberius and W. John Kirkness, Division of Studies in Medical Education, University of Toronto.

C55 a) Film series on teaching and learning at the university. b) Series of short films aimed at improvement of university teaching and designed for use by faculty members individually or as stimulus material to provoke group interaction in workships on improving teaching. The central film will briefly outline concepts of teaching and of its improvement. Peripheral films will offer solutions to a set of practical educational problems. The idea is to offer something to teachers which is useful in the classroom, but will not sacrifice conceptual sophistication. c) Fall 1978. d) Richard G. Tiberius and W. John Kirkness (see above).

C56 a) Medical ethics on a shoe string. b) To design a program to teach medical ethics to fourth-year medical students. An attempt has been made to define some minimal set of objectives and a matching set of methods fulfilling the requirements dictated by a scarcity of money, student time and faculty expertise. A first attempt consisted of a kind of "correspondence course" in which students are sent by mail articles relevant to ethical problems which they had requested by telephone. The second attempt, which is expected to be more successful, can best be described as a "reading course" ending in a couple of brief discussion sessions. c) Fall 1978. d) Richard G. Tiberius (see above); Douglas H. Johnson, Earl V. Dunn and Richard Simpson, Sunnybrook Medical Centre, Toronto, Ont. M4N 3M5. e) Richard G. Tiberius.

C57 a) Le français en famille. b) Follow-up study of a pilot course given in the summer 1977 by the School of Continuing Studies, University of Toronto, involving teaching French to the family as a unit. The research will involve retention and achievement testing and comparative studies with standard texts and with results obtained in the public service program. Demographic studies, surveys of families in bilingual schools and workshops in those schools will be conducted. c) March 1978. d) Lucien Benacem, 209-24 Shallmar Blvd., Toronto, Ont. M6C 2J9; Jack Yashinsky, 6, Bernard Ave., Toronto, Ont. M5R 1R2.

C58 a) The development of the economics of education. b) Study carried out over the period 1972 to the present of the "sub-discipline" economics of education. The first part examines its historical roots while the second part explores via

surveys of schools of education, departments of economics and academic economists the growth of research, theses and courses in the sub-discipline in the United States and Canada. c) May 1978. d) K.A. Frenzel and D.J. McCready, Dept. of Economics, Wilfrid Laurier University. f) Paper to be presented at the Fifth Annual History of Economics Conference, Univeristy of Toronto, May 1978.

C59 a) Characteristics which affect teaching evaluations. b) Using classes taught in the School of Business and Economics at Wilfrid Laurier University between 1975 and 1977, the study examines students' evaluation of professor performance, the grades given, class length, compulsory class or not, time class offered and other characteristics to determine what affects students' evaluation of professor performance. There are 318 valid cases in the study. c) May 1978. d) D.J. McCready (see above).

C60 a) Survey of graduating students to examine influences of the teacher education program and factors affecting placement. b) The study examines the status and intentions of graduating education students with regard to placement and seeks to determine which program components the students believe will influence them most in their profession. Designed to be followed by a study of graduates' actual placements, factors affecting those placements, and their perceptions about program components which actually influenced them most in their profession. c) 1982. d) V. Dravland and M.L. Greene, Fac. of Education, University of Lethbridge.

C61 a) Relationships between criteria used to predict potential success in student teaching and criteria used to assess actual success in student teaching. b) Study comparing relationships among the variables on the evaluation form used in the introductory field experience course, between each variable and grade in student teaching, between evaluations received in the first field experience course and those received in student teaching on comparable characteristics, and between major, major GPA, number of courses in the major and student teaching grade. Relationships among variables in the first field experience course were generally highly significant; the majority of relationships between these variables and student teaching variables were not significant. c) March 1977. d) V. Dravland and M.L. Greene (see above).

C62 a) Relationships between success in a teacher education program and success in the teaching profession. b) Using teacher self-evaluation and principal evaluation as the main criteria of teaching success, the study will try to determine the nature of the relationship between success in a teacher education program and teaching success, and factors and characteristics which contribute to success in teaching. c) March 1979. d) V. Dravland and M.L. Greene (see above).

C63 a) Qualitative analysis of the University of Lethbridge teacher education program. b) Begun in 1972, the project is still in the data collecting and planning stage. A data bank is being developed involving three student populations that have entered the Faculty of Education. It is planned to include data on some of these students during their first, third and fifth year of teaching. c) 1982. d) V. Dravland (see above).

C64 a) Success in student teaching compared with pre-education GPA and selected personality traits. b) Study indicating that there are a number of significant relationships between admission grade point average, selected personality traits

and success in student teaching as determined by grade at the University of Lethbridge, based on information on student teachers collected between 1973 and 1975. Personality traits were determined by the Q-sort method in the pre-education period. c) March 1977. d) V. Dravland (see above); Bonnie Laqua, General Delivery, Foremost, Alta.

C65 a) The effectiveness of selected personality and psychological characteristics and admission GPA as predictors of success in student teaching. b) Study showing that the score on the student's admission grade point average made a significant contribution to stepwise regression on success in student teaching. Additionally some factors of the Sixteen Personality Factor Test and the California Psychological Inventory personality tests contributed to the regression; no significant contribution was made by the Minnesota Teacher Attitude Inventory and the Dogmatic Scale personality tests. c) March 1977. d) V. Dravland (see above); John H. Wevers, Box 1275, Fort Macleod, Alta T0L 0Z0.

C66 a) Personality characteristics as predictors of success in classroom control. b) Study indicating a significant relationship between certain personality traits as measured by the California Psychological Inventory and the 16PF test along with selected demographic characteristics as independent variables, and the ratings in classroom control achieved by student teachers as part of the evaluation of their student teaching as dependent variable. c) Feb. 1978. d) V. Dravland (see above); A. Nielson, Box 58, Red Deer, Alta T4N 5E7.

C67 a) Selection of students to teacher education programs. b) General survey of criteria used for selection of candidates to teacher education programs and consideration of their predictive value for success in the program and for effectiveness in teaching. c) March 1978. d) V. Dravland (see above); Francis Noronha, 2712-12th Ave. N., Lethbridge, Alta.

C68 a) Validation et étude comparative d'un instrument de mesure utilisé en évaluation de cours. b) L'adaptation et la validation d'un questionnaire (CIEQ, University of Illinois and Arizona, Dr. L. Aleamoni, director of I.R.A.D., University of Arizona) à l'Université Laval sera faite à partir de données recueillies à la fin du trimestre d'automne 1977. Plusieurs hypothèses relatives et l'évaluation de l'enseignement et des enseignants par des étudiants sont testées. De plus, les normes produites à Laval seront comparées à celles d'ailleurs (Arizona, Illinois, Israel, etc.) pour l'étude de tendance et l'élaboration de critères de comparaison. Eventuellement, un système d'évaluation de l'enseignement standardisé et validé pourra être mis sur pied. c) Juin 1978. d) Jean-Jacques Bernier, Fac. des sciences de l'éducation, Université Laval.

C69 a) La correspondance scolaire et la réalité francophone au Canada. b) A partir d'un plan de recherche pédagogique, les élèves étaient placés en situations d'apprentissage susceptibles de leur permettre d'explorer leur milieu immédiat dans le but de découvrir différents aspects de leur identité culturelle en tant que groupe. Puis, par l'intermédiaire de la correspondance, des activités d'analyse et de comparaison avaient pour objectif de les amener à se découvrir un groupe d'appartenance. c) Juin 1978. d) Jean D. Bélanger et Claude Fleury, Fac. des sciences de l'éducation, Université Laval. f) Sera publié par la Fondation d'études du Canada, Toronto, Ont.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDE ET ENSEIGNEMENT

C70 a) Drug and alcohol program summer 1977 - evaluation report. b) Examination of a special drug and alcohol education program mounted for a group of selected students during the regular 1977 session. The report examines development of the course, course outlines and student reactions, and includes information on available resource materials in the drug and alcohol areas. c) Sept. 1977. d) F.C. Rankine, Fac. of Education, University of New Brunswick.

C71 a) Développement et application d'un système d'identification de besoins dans le but d'élaborer, d'implanter et d'évaluer un programme de formation des maîtres en technologie de l'enseignement. b) Objectif général: mise au point, dans un contexte québécois, d'un processus d'identification de besoins, apte à procurer des données concrètes et objectives aux individus ou organismes chargés de modifier les programmes de formation professionnelle. De façon plus spécifique, l'étude cherche présentement à combler les lacunes au sein des programmes de formation en technologie de l'enseignement de l'Université Laval, en s'appuyant sur l'identification des besoins qui peut être exécutée en trois étapes: identification des compétences idéales qu'un étudiant type devrait posséder après une période de formation, évaluation des compétences effectivement acquises durant cette periode, mesure de l'écart existant entre les compétences idéales et les compétences acquises. c) En cours. d) Jacques Lapointe et Philippe Marton, Fac. des sciences de l'éducation, Mario Lemieux et Jacques Plante, Service de pédagogie universitaire, Université Laval.

C72 a) Overhead transparency kits: a tool for the effective management of bibliographic instruction. b) The project comprises preparation of overhead transparencies illustrating the use of specific bibliographic tools; combining them by subject areas in folders with explanatory scripts; preparing slides for use with the overheads; investigating feasibility of self-teaching units which combine slides, transparencies (converted into slides) and taped instructions. The purpose of these kits is to ensure effective instruction of large classes and provide flexibility in instructing classes of varying sizes and different semesters, to maintain consistency in presentation, to help in briefing faculty and staff, and to reduce the individual librarian's workload. c) March 1978. d) Moshie Dahms and Lucille Wilson, Library, University of Guelph.

C73 a) Development and evaluation of course improvement and teaching improvement strategies in higher education. b) Development of instructional materials, strategies and evaluation scales for formative evaluation and improvement of university teaching. c) Ongoing. d) Stephen F. Foster and J. Gordon Nelson, Fac. of Education, University of British Columbia.

C74 a) Computer-based course development and delivery. b) Pilot project to test the effectiveness and feasibility of a computer-based course development and delivery system. The tutor authored instructional management (TAIM) system is designed to increase the effectiveness of open learning systems by providing alternative solutions to problems associated with individualizing instruction, integrating instructional materials with tutors, producing and revising course material and instructional logic, and improving student management and assessment procedures. c) July 1978. d) J. Murray Richmond, Athabasca University; Marvin Westrom, Fac. of Education, University of British Columbia.

C75 a) Canadian urban development course field test. b) Field testing of a

12-unit home-study course utilizing extensive questionnaires on instructional strategy effectiveness. c) June 1978. d) R. Bedecki and I. Taylor, Athabasca University.

C76 a) A computerized system for marking and scoring examinations and reporting results. b) Components of this system, developed at Athabasca University include: specially designed optically scanned card with facility for handling responses and sub-scores for hand-scored portions of exams; software for marking objective items and scoring; software for reporting total scores and designated sub-scores. The system outputs total and sub-total scores and also, for diagnosis and prescription of remediation, scores for prescribed sub-sets of exam questions. The project was evaluated using data on the costs and reliability of the system and on its effects on the instructional process. c) Feb. 1978. d) R. Abell, D. Cowper, R. Robertson and D. Shale, Athabasca University. f) Athabasca University Institutional Report.

C77 a) An assessment of an audio-tutorial approach to learning in biology. b) A university level introductory biology course at Athabasca University used "mini-courses in biology" which consists of audio-tutorial materials published by Saunders. Instructional evaluative data have been gathered through pre-post tests, time sheets, post-cluster questionnaires (cognitive, affective, instructional concerns), activity sheets, personal interviews and credit examinations. Content evaluation data were obtained from Athabasca's in-house staff and external consultants from the University of Alberta. c) Dec. 1977. d) T.S. Bakshi and Lily Oddie, Athabasca University.

C78 a) What's the use of cognates? b) Curriculum and instruction course material is prepared addressing the use of English-French cognates in second language study by examining: relationship between first language acquisition and second language learning; extent of the French element in English; transfer of commonalities between related languages; appropriate age levels for cognate study; efficiency aspect of cognate study. c) June 1978. d) Petra Hammer, Athabasca University.

C79 a) Needs assessment project - labor education. b) Needs assessment project to establish the demand for a comprehensive integrated labor education program in Alberta. Design of the assessment was by a committee consisting of representatives of labor organizations, Labor Canada, Alberta Departments of Labor and of Advanced Education and Manpower, coordinated by Athabasca University. c) Fall 1978. d) J. M. Richmond, Lily Oddie, et al., Athabasca University.

C80 a) Winnipeg Centre Project: Brandon University. b) WCP is an off-campus teacher education project designed to prepare teachers for Winnipeg inner city elementary schools. Selected from applicants from the city's core area who have demonstrated special financial or academic need, the students are provided full financial support and upon successful completion of three years of study are awarded a Manitoba Teaching Certificate and a Bachelor of Teaching degree. The operation of the program involves Brandon University (administration and program), Winnipeg No.1 School Division (field experience and housing) and the Manitoba Department of Continuing Education and Manpower (funding). c) Ongoing. d) Stanley B. Knight, Winnipeg, Centre Project, Aberdeen School, 450 Flora Ave., Winnipeg Man. R2W 2R8. e) Annual reports, external evaluations available form Dean of Education, Brandon University.

C81 a) Tailored learning program for Co-op Farm, Cowichan Reserve. b) Objective

of this pilot project is to produce a competent work force for the Cowichan Indian Farm Co-op. Novel approach which plans to utilize a variety of individualized teaching strategies, based on a task analysis, and draw the training funds from existing government programs (e.g., Manpower's Training in Industry). It is possible to measure the training program's effect against the Co-op's balance sheet, allowing a judgement to be made concerning the value of training in small industry. c) Nov. 1979. d) T.H. Clement and Mike Ryan, Camosun College, 1950 Lansdowne Road, Victoria, B.C. V8P 5J2.

C82 a) Evaluation de l'impact des interventions éducatives sur les attitudes des futurs dentistes face à leur rôle comme agent de prévention. b) Projet visant à découvrir, à l'aide de huit questionnaires parallèles d'attitudes, comment les étudiants-dentistes perçoivent la prévention et quel rôle ils attribuent au dentiste praticien sur le plan de la prévention des maladies bucco-dentaires. c) Mai 1979. d) Jean-Guy Pépin, Fac de médecine dentaire, et Jean Léveillé, Fac. des sciences de l'éducation, Université de Montréal.

C83 a) A study of employers' expectations of a college grade system. b) Institutional decisions concerning the grade system for reporting student achievement have traditionally been made from the perspective of academics with little attempt to discover employers' perceptions of the kind of information grades should convey or how grades are used in selecting graduates for employment. A questionnaire survey of employers who are also members of the advisory committee to five faculties will attempt to learn their views. The hypothesis is that in the environment of a steady state economy, a surplus of job-seekers and a public concerned for "standards" and a "return to basics", it is no longer in the students' interest to discuss a grade system from the academic perspective alone. c) June 1978. d) F.D.P. Carson, Academic Development, Fanshawe College of Applied Arts and Technology, P.O. Box 4005, Terminal C, London, Ont. N5W 5H1.

C84 a) Master of education in counselling psychology program revisions. b) The preparation of counselling psychologists at the master's level was reviewed by a committee of faculty and students. A new and radical proposal embodies an internship model allowing for increased practicum experience and curricular content while still allowing four months of free time to complete a master's thesis all within 24 months. c) April 1977. d) George Fitzsimmons and William Hague, Fac. of Education, University of Alberta. f) Inhouse publication.

C85 a) Competencies of school counsellors expected by parents, students, teachers and administrators. b) A list of 220 competencies was circulated to a selection of Alberta school systems: public health nurses, physicians, superintendents, supervisors of guidance counsellors and junior and senior highschool students. They selected competencies they felt were most important. c) April 1977. d) George Fitzsimmons (see above).

C86 a) Mise au point d'un système d'enseignement clinique par objectifs d'apprentissage. b) Il est difficile d'évaluer la progression d'un étudiant soumis à un enseignement clinique qui, souvent, varie d'un secteur d'activités à l'autre. Le projet s'intéresse à l'utilisation du "dossier patient" pour évaluer la progression des étudiants de 1er cycle et consiste à établir un enseignement clinique par objectifs, en utilisant le système POMR (Problem Oriented Medical Record), où le

dossier devient l'outil d'enseignement. c) Sept. 1979. d) Michel Paul, Jean Flipo et Jean-Claude Panisset, Fac. de médecine vétérinaire, Université de Montréal, C.P. 500, Saint-Hyacinthe, Qué. J2S 7C6.

C87 a) Neurofunctional aspects and art education. b) Current research in neurophysiology and psychophysiology stress the necessity of achieving a bi-hemispheric education. Luthe's Creativity Mobilization Technique is a process-oriented non-verbal method to mobilize functions essential for various types of creative activities. It systematically reduces activities predominant in the left hemisphere (right-hand dominant Ss), promotes specific systems predominantly located in the right hemisphere, and favours a natural integration and collaboration between the two hemispheres. The technique is currently used by individuals wishing to unblock and promote the development of their inherent creative potentials. c) March 1977. d) Lucie Duranceau, Dept. of Fine Arts, Dawson College, 350 Selby St., Montreal, Que. H3Z 1W7. f) Paper presented at the 17th Annual National Art Education Covention, Philadelphia, April 1977.

C88 a) Eduquer les deux hémisphères du cerveau - y faut l'faire. b) De manière générale, il semble que les systèmes scolaires, les autres influences sociales et leurs programmes d'éducation mettent trop d'insistance sur des activités éducatives qui entrainent les mécanismes spécifiques de l'hémisphère gauche et favorisent peu un développement équilibré des mécanismes de l'hémisphère droit. Il en résulte dès la fréquentation de l'école un déséquilibre fonctionnel chez l'enfant. Pour que l'étudiant puisse développer toutes ses capacités, telles que dictées par sa constellation génétique, les experts insistent sur l'urgence de la préparation des programmes et des techniques pédagogiques qui respecteraient la collaboration interhémisphèrique du cerveau et ouvriraient la voie à un potentiel fonctionnel considérablement augmenté et à un équilibre affectif et physique nécessaire au bon fonctionnement de l'individuel. c) Mai 1977. d) Lucie Duranceau (voir plus haut). f) Communication faite à l'Association Canadienne-Française pour l'Avancement des Sciences, Université du Québec à Trois-Rivières, 21 mai 1977.

C89 a) Enquête sur l'intégration de l'audio-visuel en situation d'apprentissage. b) Trois rapports: *Les résultats de l'enquête auprès des professeurs* (janvier 1977, 199p.) - perception, utilisation, formation et évaluation du rôle de l'audio-visuel dans l'enseignement; *La perception des étudiants* (janvier 1978) - sondage auprès des étudiants sur l'audio-visuel dans le quotidien et dans l'enseignement; rapport final (juin 1978) - élaboration de stratégies d'apprentissage qui intègrent l'audio-visuel et évaluation du rôle de l'audio-visuel, des média vs les objectifs et de la formation des utilisateurs de l'audio-visuel. c) Juin 1978. d) Roland Geiser et Nicole Côté, Collège Saint-Jean-sur-Richelieu, C.P. 310, Saint-Jean, Qué. J3B 6Z5; E. Brito, Collège Bois-de-Boulogne; G. Clément, Collège Saint-Laurent; A. Deschamps, Collège Bourg-Chemin; J. Lortie, Collège Ahuntsic; R. Martin, Collège du Vieux-Montréal. e) Roland Geiser.

C90 a) Expérimentation d'un modèle d'approche systématique dans l'enseignement télévisé. b) Consistant à expérimenter un modèle de planification de l'enseignement intégré à une formule télévisée de type modulaire, le projet comprend trois phases: planification de l'enseignement selon un modèle basé sur la notion de système; intégration des contenus structurés à un modèle de diffusion télévisée de type modulaire (disciplines: administration scolaire et socio-éducation); évaluation sommative du

modèle d'enseignement (évaluation de l'apprentissage et appréciation du modèle auprès des apprenants). c) Mai 1979. d) Jean-Claude Boudreault, Jean-Luc Gouveia, Paul Laurin, Raymond Paquin et Jacques Rainville, Université du Québec à Trois-Rivières.

C91 a) Automated retrieval information system to track and optimize the training and learning environment (ARISTOTLE). b) Ideal training-learning model supported by a computerized student training and material resource data bank. Learning management techniques using cognitive style mapping and conceptual level were investigated. c) 1978. d) W. Sinnett and A. Jiminez, Humber College of Applied Arts and Technology, P.O.Box 1900, Rexdale, Ont. M9W 5L7.

C92 a) Study of field placement programs. b) Critical evaluation of college programs with a field placement component. c) 1977. e) Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont.

C93 a) The engineering technician. b) The study surveys the role of the technician in an engineering environment and the relevance of the technician education to duties performed. c) 1977. d) Goodings, Sidlofsky, Goodings and Assoc. e) Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont.

C94 a) Effectiveness of personalized systems of instruction applied to chemical engineering courses. b) The relative effectiveness of a personalized instruction system (guided, self-paced study with "mastery" testing) compared to a conventional system (lectures, homework assignments, exams, etc.) in problem-solving chemical engineering courses is being assessed. Factors related to the students' learning (scope and depth) and institutional costs are being evaluated. c) 1979. d) C.W. Robinson and M. Moo-Young, Dept. of Chemical Engineering, University of Waterloo.

C95 a) Practice teaching centres: an assessment of a one-year project. b) The report discusses the perceptions and opinions of student teachers during a one-year experiment in practice teaching at the Faculty of Education, University of Toronto. The experiment was designed to involve practising teachers in planning field experiences for teacher candidates in pre-service training. Identification with teaching, learning the teacher's role and practising or rehearsing the role are discussed from the candidates' viewpoint. c) Sept. 1977. d) Robert A. Martin, Fac. of Education, University of Toronto.

C96 a) Criterion reference testing in mathematics. b) The project's objectives are to study and compare criterion reference testing and norm reference testing in mathematics at a community college, to evaluate learning and performance characteristics in all mathematics courses taken by the student (work habits, motivation, retention, student reactions, etc.), to evaluate cost vs achievement benefits, and to summarize logistic problems and recommend a feasible system for a community college. c) Sept. 1980. d) A.K. Konanur, Fanshawe College of Applied Arts and Technogogy, P.O. Box 4005, Terminal C, London, Ont. N5W 5H1.

C97 a) Writing skills and the university student. b) The project - in the form of a workshop - undertook to determine what level of writing skills constitutes competence for university study and what steps must be taken to ensure that this level is achieved. c) 1977. d) K. Ledbetter, Dept. of English, University of

Waterloo. f) Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ont.

C98 a) Photo-mechanical upgrading. b) Development of a "DACUM" - type self-training program to teach advance darkroom and platemaking techniques to people who already have some basic skills in the printing trades. c) Feb. 1978. d) George Morgan, College of Trades and Technology, P. O. Box 1693, St.John's,Nfld. A1C 5P7.

C99 a) Projet SECOPE - sémiologie du comportement pédagogique. b) Etude descriptive et explicative des interactions verbales et non-verbales, en situation d'apprentissage (niveau collégial et universitaire), en vue de déceler les éléments de la communication pédagogique favorables à l'actualisation du potentiel créatif de l'étudiant. Elaboration du cadre théorique d'une sémiologie du comportement pédagogique. c) En cours. d) Hayat Mirza, Diane Rousselle, Marie Révilla et Pierre Legault, Fac. des sciences de l'éducation, Université de Montréal. e) Hayat Mirza.

C100 a) Analyse du marché du travail en relations industrielles en vue de l'amélioration du programme et du développement de l'Ecole de relations industrielles. b) Définition des relations industrielles. Marché du travail en relations industrielles. Situation des gradués en relations industrielles de l'Université de Montréal. A partir des observations des gradués en situation de travail, on aura certainement des opinions bien précises sur la formation actuelle et son amélioration éventuelle. c) Déc. 1978. d) Gilles Guérin, Ecole de relations industrielles, Université de Montréal.

C101 a) PERPE (perception de l'évaluation de la relation professeur-étudiants). b) Programme de recherche construit pour permettre aux enseignants des niveaux collégial, universitaire tant francophones qu'anglophones, d'avoir accès à des instruments de diagnostic pédagogique, sur une base strictement confidentielle. Le travail a consisté à construire le matériel dans les deux langues, à réaliser des recherches sur les qualités psychométriques des questionnaires, à étudier les caractéristiques de l'enseignement collégial et à assurer le bon fonctionnement de la fonction grâce à une étroite collaboration entre les Presses de l'Université du Québec (édition et diffusion du matériel) et l'INRS-Education (service de traitement informatique des données). c) Juin 1977. d) Françoys Gagné, SMA MEDIA INC., 700 ouest, rue de la Gauchetière, Montréal, Qué. H3B 2M5. f) *Le manuel de l'utilisateur du questionnaire PERPE Supérieur, Le manuel technique du questionnaire PERPE Supérieur, User's Manual of SPOT Questionnaire,* Presses de l'Université du Québec, C.P. 250, Succursale N, Montréal, Qué. H2X 3M4.

C102 a) Programme d'entraînement autodidacte à la résolution de problèmes. b) Ce projet vise à concevoir et à expérimenter un programme d'entraînement autodidacte qui se traduira en une plaquette "auto-enseignante" à la résolution de problèmes. Bâti à partir des habiletés de la structure de l'intellect de Guilford (1971) et modelé selon l'apprentissage observationnel abstrait de Bandura (1974), ce programme est simple à utiliser et économique en investissement humain et monétaire. De plus, il s'inscrit dans l'ordre des solutions possibles au problème d'accessibilité de tous à l'éducation permanente. c) Oct. 1981. d) Danielle Riverin-Simard, Madeleine Ladouceur-Lacasse, Jean-Marc Dion et Lucie Hamel, INRS-Education, 2383, chemin Sainte-Foy, Québec, Qué. G1V 1T1.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

C103 a) SAGE - préparation des enseignants. b) Ce projet fait partie d'un programme sur l'individualisation de l'enseignement et de l'apprentissage au second cycle de l'élémentaire appelé SAGE (système d'apprentissage géré par l'étudiant). Il consiste en un stage de préparation des enseignants à l'utilisation de ce système offrant la possibilité de vivre un régime pédagogique qui serait le plus près possible de celui que SAGE offre aux étudiants. Totalisant trois semaines dont l'une est l'observation dans les classes expérimentales, le stage offre aux enseignants l'occasion d'explorer les ressources, les conditions, les exigences et les étapes nécessaires à l'implantation de SAGE. Les constituantes de l'Université du Québec ont accepté de le donner dans le cadre de leurs cours de perfectionnement du personnel enseignant. c) Juin 1978. d) Gilles Dussault et Danielle Riverin-Simard, INRS-Education, 2383, chemin Sainte-Foy, Québec, Qué. G1V 1T1. f) Document D-055, INRS- Education.

C104 a) Interdisciplinarity: policies and practices. b) The main purposes are to determine the magnitude of the range set up by departments in their degree program structures to give students an opportunity to take courses outside their basic disciplines; to assess the degree of students' responsiveness to utilize course offerings outside their basic disciplines; and to measure the ability of departments to attract students from related and foreign disciplines. c) March 1978. d) Nadia Assimopoulos and Charles H. Bélanger, Bureau de recherche institutionnelle, Université de Montréal.

C105 a) Formation et pratique en psychologie: étude d'un modèle de compétences. b) A partir d'un modèle de compétences requises dans l'intervention auprès des humains, l'étude cherche à déterminer les compétences minimales que devrait posséder le psychologue pour être efficace. L'objectif poursuivi est l'amélioration des modes d'apprentissage dans la formation pratique des psychologues et des spécialistes des sciences humaines. L'étude comprend environ 200 sujets. c) En cours. d) Conrad Lecomte, Jacques Perron et Gaétan Ouellet, Dépt. de psychologie, Université de Montréal.

C106 a) Analyse sommaire des admissions et des demandes d'admission de premier choix. b) Analyse de la demande d'admission et de l'admission de premier choix pour chacun des programmes dans chacun des collèges du SRAM (Service régional d'admission de Montréal). Pour chacun des programmes, on tente de qualifier la contribution de chacun des cegeps à la population du SRAM et on étudie le comportement de la demande d'admission. Après avoir établi une moyenne des taux d'admission pour l'ensemble des collèges dispensant un même programme, on compare chacun d'entre eux en se référant continuellement à cette moyenne commune. c) Sept. 1977. d) Luce Goerlach-Seers, Services pédagogiques, Collège du Vieux Montréal, 255 est, rue Ontario, Montréal, Qué.; Nathalie Eudes-Bachand. f) Collection *Evaluation des programmes*, vol. 12, sept. 1977, 600 p.

C107 a) Effets des styles de supervision sur l'apprentissage des habilités requises dans l'intervention psychologique. b) Dans une tentative d'améliorer les méthodes d'apprentissage des diverses fonctions à être remplies par les spécialistes des sciences humaines et de la psychothérapie et les divers styles de supervision dans cet apprentissage, l'étude porte sur des problèmes comme le leadership, la réalisation de soi et le niveau des habiletés de base acquises. L'échantillon comprend des psychothérapeutes, des spécialistes du counseling et de la clinique, et des étu-

diants sous leur direction. c) 1980. d) Dollard Cormier et Conrad Lecomte Dépt. de psychologie, Université de Montréal.

C108 a) Réforme de la formation pratique en psychologie appliquée. b) Réforme selon une approche par objectifs dans le contexte d'une formation systématique et opératoire. L'étude vise spécifiquement à poursuivre un travail déjà commencé par l'élaboration de guides pratiques et d'instrumentation pédagogique et par la conduite d'une recherche d'évaluation sur la validité interne et externe du programme. c) Mai 1978. d) Conrad Lecomte (voir plus haut).

C109 a) Modification pédagogique du cours PSY 3012: entrevue. b) Etape initiale d'un travail d'amélioration de l'enseignement des méthodes et des techniques de l'entrevue dans les disciplines où cette formation est requise ou souhaitable. La population-cible est celle des 125 étudiants inscrits au cours PSY 3012. Il s'agit de structurer 15 leçons de trois heures chacune en unités distinctes permettant d'atteindre, avec précision, équilibre, progression et engagement personnel, les objectifs théoriques, pratiques, expérientiels et de recherche que les étudiants peuvent attendre d'un tel cours. c) Juin 1978. d) Jean-Paul Daunais, Dépt. de psychologie, Université de Montréal.

C110 a) Banque de questions à choix multiples sur ordinateur. b) Le travail vise à enregistrer sur bande magnétique, un ensemble de 1000 questions d'examen à choix multiples, ayant une correspondence étroite avec les objectifs du curriculum pré-gradué. Ces objectifs et questions sont classifiés selon les niveaux taxonomiques et groupés de façon séquentielle en regard de la solution de problèmes cliniques. La banque servira à l'évaluation formative des étudiants. c) Mai 1978. d) Julien Lord et Jacques Van Campenhout, Dépt. d'obstétrique-gynécologie, Hôpital Notre-Dame, 2065, Alexandre de Sève, Montréal, Qué. H2L 2W5; Huguette Bernard, Service pédagogique, et Serge Normand, Fac. des sciences de l'éducation, Université de Montréal.

C111 a) Intégration du stage de formation professionnelle (internat) en diététique au programme des études universitaires: B.Sc. (nutrition) - Evaluation de la valeur pédagogique du programme du stage de premier niveau. b) Le programme comprend quatre stages d'une durée respective de six, huit, dix et seize semaines, dans des établissements de santé affiliés à l'Université de Montréal. L'étude a pour but d'évaluer la qualité pédagogique du programme du premier stage, au moyen de trois questionnaires administrés respectivement aux stagiaires, aux diététistes en exercice qui reçoivent les stagiaires et aux coordonnateurs du programme des stages dans les institutions concernées. Les données obtenues sont traitées par ordinateur. c) Nov. 1977. d) Claire Dalmé et Josée Bonin-Mathieu, Dépt. de nutrition, Université de Montréal.

C112 a) Expérimentation d'un nouveau programme de formation de professionnels en psychologie scolaire. b) Amélioration des didactiques, des méthodologies, des instruments d'évaluation et des approches pédagogiques d'un programme de formation à la maîtrise basée sur les intérêts et les activités des étudiants plutôt que sur la poursuite d'un curriculum. c) En cours. d) Charles Caouette, Huguette Bégin et Hermann Paquette, Université de Montréal.

C113 a) Transmission modulaire des connaissances par exposés dramatisés sur vidéo.

b) L'auteur veut mettre les étudiants en contact (médiatisé par le vidéo) avec les gens, les équipements et les lieux du milieu cinématographique, et, permettre au professeur et aux étudiants d'utiliser les périodes de travail de groupe pour préciser les points d'information ou explorer les voies marginales de création. Pour ce faire, il faut préparer et réaliser des "exposés-vidéo" et les utiliser pour une modularisation des contenus de connaissance. c) Juin 1977. d) André Lafrance, Dept. d'histoire de l'Art, Université de Montréal.

C114 a) Intégration de l'audio-visuel à un cours utilisant un mode d'évaluation formatif. b) Dans un cours portant sur diverses affections orthopédiques, un mode d'évaluation formatif est utilisé afin d'augmenter au maximum le nombre d'étudiants qui acquièrent les compétences requises. On entend utiliser des documents audio-visuels portant sur les objectifs spécifiques. c) Juin 1977. d) Louise Sauvageau, Ecole de réadaptation, Université de Montréal.

C115 a) Publication de matériel didactique pour l'enseignement du dessin aux instruments. b) Pour l'enseignement à de grands groupes on a crée: film de démonstration, cahier de référence sur les constructions géométriques planes applicables au dessin, ensemble d'exercices gradués et mode d'emploi du matériel. c) Juin 1977. d) Claude Parisel, Ecole d'Architecture, Université de Montréal.

C116 a) Amélioration du matériel didactique et implantation d'un enseignement modulaire dans deux cours d'algèbre. b) Etablir de façon plus systématique la méthode d'enseignement modulaire qui offre à l'étudiant un enseignement individualisé lui permettant d'atteindre sa pleine capacité de rendement. c) Juin 1977. d) Pierre Berthiaume et Khalid Benabdallah, Dépt. de mathématiques, Université de Montréal.

C117 a) Exigences pédagogiques de la sélection des média. b) Il s'agit d'une analyse critique des recherches sur la sélection de média, et particulièrement sur les taxonomies. Le médecin est abordé en fonction des objectifs pédagogiques, des méthodes et de l'évaluation.c) En cours. d) André Morin, 5858, Côtes-des-Neiges, suite 430, Montréal, Qué. f) Rapport provisoire: Service pédagogique, Université de Montréal.

C118 a) Fichier-cadre de dossier recherche-action. b) Dans le cadre de la maîtrise en études pastorales, rédiger et produire un fichier-questionnaire qui aide l'étudiant à assimiler les diverses coordonnées de la pradéologie pastorale, qui lui permet la mise à jour et l'évaluation sans faute de sa recherche-action et qui facilite la préparation de son mémoire de maîtrise. c) Juin 1977. d) Michel Campbell, Fac. de théologie, Université de Montréal.

C119 a) Un modèle divergent d'apprentissage pour le cours Recherche en technologie éducationnelle. b) Afin d'offrir un choix aux étudiants de MA et du MEd quant aux contenus et aux démarches d'apprentissage, on a élaboré cinq modules d'apprentissage où le contenu et la méthode d'enseignement sont propres à chaque module. c) Juin 1977. d) Serge Racine, Fac. des sciences de l'éducation, Université de Montréal.

C120 a) Mise au point des instruments didactiques d'un environnement pédagogique. b) Le travail s'oriente vers la création d'un environnement pédagogique qui fait de l'étudiant l'agent principal de son éducation. Afin d'assurer le fonctionnement de

ce système ouvert, il est essentiel de concevoir des instruments qui guident l'étudiant et des documents qui répondent aux besoins du s'éduquant adulte, selon son propre cycle d'apprentissage de la vidéographie. c) Juin 1977. d) Constantin Fotinas, Fac des sciences de l'éducation, Université de Montréal.

C121 a) Transformation du cours de méthodologie sociologique.b) Mettre l'accent sur l'apprentissage comme mode de formation de l'étudiant; mieux intégrer celui-ci, de telle sorte qu'il soit possible de communiquer l'idée de progression propre à la recherche; fournir à l'étudiant un feedback continu et systématique sur le travail effectué. c) Juin 1977. d) Paul Bernard et Muriel Garon-Audy, Dept. de sociologie, Université de Montréal.

C122 a) Enseignement de la photogéologie à l'aide de l'ordinateur. b) Alimentation d'une banque de données (ex: photos aériennes, stéréogrammes) utilisées dans l'emploi de cette méthode d'enseignement de la photointerprétation géologique. c) Juin 1977. d) O.O. David, Dépt. de géologie, Université de Montréal.

C123 a) La méthodologie en histoire. b) Entrer dans l'ordinateur par un terminal les références aux sources sonores, écrites et visuelles, en vue d'établir une bibliographie thématique automatisée. Ce cours devrait conduire à la fabrication d'un cours micro-gradué, enseigné par ordinateur. c) Juin 1977. d) J. Falmagne, Dépt. d'histoire, Université de Montréal.

C124 a) Remaniement du cours Eléments de biométrie. b) Transformation des cours de statistiques en biométrie à la lumière d'un curriculum de base suggéré par l'American Statistical Association. c) Juin 1977. d) Louis Phaneuf et Ephrem Jacques, Fac. de médecine vétérinaire, Université de Montréal.

C125 a) Les objectifs d'apprentissage. b) Brochure comprenant: un texte sur le rôle et l'utilisation des objectifs et sur diverses stratégies d'élaboration; un texte sur certaines objections concernant la rédaction d'objectifs spécifiques d'apprentissage; quatre fiches de travail permettant de distinguer les divers niveaux d'objectifs, de faire la différence entre des objectifs terminaux et intermédiaires, pour examiner à la rédaction d'objectifs généraux et spécifiques. c) 1977. d) France Fontaine, Service pédagogique, Université de Montréal.

See also/voir aussi:

A7 A study of student teaching and teacher internship programs in Canada 1976-77.

A9 A history of women at McGill.

A19 Instructional development and theories of learning and teaching.

A20 The relation between research methods and instruction: professors as learners and teachers.

A27 Aspects of political science in Canada - fifty years in the development of a discipline.

C CURRICULUM AND TEACHING/PROGRAMMES D'ETUDES ET ENSEIGNEMENT

A30 Academic development in the University of Toronto since 1960.

A32 Co-operative education in Canada.

A34 Elaboration d'une problématique en didactique.

A35 The Queen's University study of occupational therapy.

A37 Social work education: the Regina case.

A46 Interorganizational relationships and effectiveness in a program for the preparation of allied health professionals.

A49 Fourth Evaluation Report 1976-77: Native Students Services, University of Calgary.

A51 Les structures cognitives dans l'apprentissage.

A52 DEMODE.

B16 Evaluation of educational experiments on the Hermes satellite.

B21 Follow-up study on baccalaureate nurse graduates of McMaster University School of Nursing.

B28 Community assessment project.

E3 Career choices and developments of McMaster Medical School graduates: a survey of the first six graduating classes.

E8 Teacher attitude in relation to rational-emotive and self-actualization theories.

E12 Computer programming for librarians.

E48 Accueil 80 - Structures d'accueil aux études universitaires de premier cycle pour septembre 1980.

F3 Telemedicine project.

F29 La fonction sociale de l'université.

F39 Evaluation du cours multi-média SOI-3312G.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

Classification; characteristics; employment conditions.

Classement; caractéristiques; conditions d'emploi.

D1 a) Deans as individuals in organizations. b) The project involved a study of the deanship in Ontario, in preparation for the writing of a chapter on deans as individuals-in-organizations (revised, August 1977, 48 p.). Research is now being continued, specifically data analysis, field studies and preparing papers. c) 1978. d) D.W. Ryan, Ontario Institute for Studies in Education.

D2 a) Ontario faculty mobility study. b) Survey of a sample of mobile faculty either leaving or arriving at an Ontario university in 1974 or 1976. Data are being collected on career histories, reasons for job changes, job search procedures, costs and benefits of job changes, and movement between university and non-university jobs. c) Nov. 1978. d) Morris Berkowitz, Dept. of Sociology, Brock University; Linda K. Moffat, Dept. of Sociology, University of Western Ontario.

D3 a) The supply and demand of personnel who require a vocational degree for positions in industrial and vocational education in Canada. b) Study to obtain information about the supply and demand for doctoral personnel in industrial and vocational education. Institutions requiring doctoral personnel and their positions of employment are identified. Responses indicated that there is a small demand at the moment, but that it will increase in the future. c) March 1977. d) Darius R. Young, Dept. of Industrial and Vocational Education, University of Alberta. f) Results published in *Canadian Vocational Journal*.

D4 a) Faculty mobility and career development. b) Investigation of faculty mobility rates and the influence of age structure, establishment growth, salary structures and other factors; career development schemes - a review and assessment. c) Summer 1979. d) T.P. Wilkinson, Dept. of Geography, Carleton University (Anglian Regional Management Centre, Danbury College, Danbury, Essex, England, July 1978-79).

D5 a) The deanship in Canadian universities. b) Survey of deans and directors of all faculties to gather baseline data: who deans are, their background, career patterns, activities and professional development needs. Data have been compiled to derive profiles of deans; further analyses will be performed to examine data by institutional size, region, faculty and other variables and to draw comparisons between Canadian and United States deans of education. c) Oct. 1978. d) A.G. Konrad, Centre for the Study of Postsecondary Education, University of Alberta.

D6 a) Projet EFUS (Etude des femmes universitaires scientifiques). b) Etude de la situation des femmes universitaires scientifiques (professeurs, chercheurs et étudiants au doctorat) dans les sciences mathématiques, les sciences physiques et les sciences de la vie dans l'ensemble des universités québécoises. Les conditions de leur sélection, recrutement, progression de carrière et reconnaissance scientifique sont étudiées en comparaison avec la situation de leurs homologues masculins. c) Mai 1979. d) Isabelle Lasvergnas-Grémy, Dépt. de sociologie, Université de Montréal.

D ACADEMIC AND NON-ACADEMIC STAFF/PERSONNEL ENSEIGNANT ET NON ENSEIGNANT

See also/voir aussi:

A2 Quelques facteurs agissant sur l'évolution des structures dans l'enseignement supérieur.

A5 Quantity and impact of scholarly journal publication in Canadian faculties of education.

A6 L'investissement pédagogique: étude des perceptions des professeurs de la faculté des Arts et Sciences de l'Université.

A8 The majority minority: women in Canadian higher education.

A9 A history of women at McGill.

A19 Instructional development and thories of learning and teaching.

A20 The relation between reserach methods and instruction: professors as learners and teachers.

B8 Etude des facteurs expliquant la croissance du personnel non enseignant dans l'université.

B11 Predictive salary requirements model.

C34 Teachers' theories and perceptions related to learning and teaching in higher education.

E STUDENTS/ETUDIANTS

Characteristics: socio-economic background; behavior; educational and occupational plans; accessibility; admission; performance; assessment; grades; attrition; financial aids; atheletics; housing special types of student.

Caractéristiques; antécédents socio-économiques; comportement; projets d'études et de carrières; accessibilité; admission; résultats; appréciation; notes; défections; aide financière; sports; logement; types spéciaux d'étudiants.

E1 a) The selection of physical education students: a comparison of successful and unsuccessful students. b) Based on a two-day selection process, successful and unsuccessful applicants were compared. From these data, a model was proposed for future selection. c) April 1977. d) Bruce L. Howe, Physical Education Division, University of Victoria. f) Paper presented at the I.C.S.P.E. Conference, Mexico City, July 1977.

E2 a) Multiple criteria development for the selection of community college nursing program students. b) Data were obtained on individuals entering a community college nursing program. Using multiple regression and discriminant analysis the study predicts potential non-persisters among individuals entering in a new year; develops a significant variable profile of "typical" non-persisters; and states for administrative purposes the probability of an individual becoming a non-persister based on specific significant variable score outcomes within the latter profile. c) Oct 1977. d) Marvin E. Lamoureux and Craig Johannsen, Vancouver Community College, 100 W. 49th Ave., Vancouver, B.C. V5Y 2Z6. e) Nursing Department, Douglas, College, P.O.Box 2503, New Westminster, B.C. V3L 5B2. f) Paper presented at College Canada '77, Association of Canadian Community Colleges, Nov. 1977, 20p.

E3 a) Career choices and developments of McMaster Medical School graduates: a survey of the first six graduating classes. b) Information regarding the impact of McMaster medical graduates on the health manpower pool will be sought. Graduates will be surveyed regarding patterns of postgraduate training, career choices and factors influencing career decisions. Retrospective evaluation of their undergraduate training will be obtained. Factors related to career choice and its stability will be examined. c) Sept. 1980. d) Christel A. Woodward, Fac. of Health Sciences, McMaster University.

E4 a) After the awards: a study of some distinguished graduates. b) Sixty-nine award winners (1927-77), College of Education, University of Saskatchewan, for the most distinguished graduate "of each class". Follow-up study by personal interview of those in Saskatchewan and by questionnaire for those living elsewhere. c) Sept. 1978. d) Marion S. Andersen, College of Education, University of Saskatchewan.

E5 a) A longitudinal study of women engineering students in Ontario. b) Research subjects are all 1976 first-year female students in engineering programs in Ontario universities. Through questionnaires, interviews, faculty records, etc., information is sought on personal characteristics, family background and academic histories. The women's accounts of their experiences as undergraduate engineering students at the university and during summer employment will be collected and analysed. Students will be followed from first-year enrolment until one year after gradua-

tion. c) 1981. d) Dormer Ellis, 47 Yorkview Drive, Willowdale, Ont. M2N 2R9.

E6 a) Alcohol consuming patterns among university students. b) Study of alcohol consuming patterns of a large sample of one undergraduate university population. Examination of variables which may be related to specific consuming patterns. A profile of a problem drinker is presented. c) Sept. 1977. d) J.A. Doucet, St. Francis Xavier University. e) Non-Medical Use of Drugs Directorate, Health and Welfare Canada, 5419 Rainnie St., Halifax, N.S.

E7 a) Justice and the sociology of education. b) Interviews with members of the Canadian and/or USA bar and bench are planned to find out what they think about the glut of production of university graduates in certain fields. The focus will not be only on present and/or prospective constitution, common law, administrative law, etc., but also on the cosmic or transcendental or philosophical sense of justice. The study will deal with the occupational plans of students and their actual experiences as alumni. c) June 1979. d) J.C. Kretzchmar, Dept. of Sociology, University of New Brunswick in Saint John, Saint John, N.B. E2L 4L5.

E8 a) Teacher attitude in relation to rational-emotive and self-actualization theories. b) Investigation of the attitude of teacher trainees in relation to their psychological health. A positive relationship was obtained between the teacher's attitude toward teaching, his level of self-actualization and his possession of rational thoughts. c) Oct. 1977. d) G. Barry Morris, College of Education, University of Saskatchewan. f) To be published in *Journal of Educational Psychology*.

E9 a) Méthode de sélection dans les programmes de techniques de la santé. b) Pour ces programmes, la recherche vise l'évaluation des méthodes de sélection en fonction des critères et des objectifs des différents CEGEP. Dans l'évaluation, il y aura adaptation des méthodes de sélection en regard des objectifs et critères localement définis. c) Juin 1978. d) Paul Boisvenu et Louis-Marie Fontaine, Collège Edouard-Montpetit, 945, chemin Chambly, Longueuil, Qué. G4H 3M6.

E10 a) Educational and occupational plans of highschool students, Calgary. b) Questionnaires were administered to 1100 highschool respondents with the intent of examining correlates of educational and occupational aspirations and expectations, and the factors which may influence the gap between them. In addition, special emphasis was paid to negative deflection. Various articles (*Canadian Journal of Sociology, International Journal of Comparative Sociology)* and papers are already available; further analyses are being undertaken. c) Ongoing. d) Merlin B. Brinkerhoff, Dept. of Sociology, University of Calgary.

E11 a) Patterns of student course changes at the University of Victoria during the academic years 1976-77 and 1977-78. b) Investigation into the pattern of course changes to be drawn from the undergraduate academic record change notices filed after the period of free course changes had ended. Attempt to discover whether or not there is a meaningful pattern in terms of disciplines, and the distribution of causal factors leading to course changes. c) March 1978. d) G.G. McOrmond and Linda Rhodes, Fac. of Arts and Science, University of Victoria.

E12 a) Computer programming for librarians. b) Over a five-year period in a

graduate library school, 334 students from a variety of backgrounds completed a data processing course involving PL/I programming for library applications. Enrolment of men and math/science majors significantly higher than would be expected for a typical library class. No significant difference in the performance of men and women, but math/science majors performed significantly better than others. There is also evidence that education majors may have difficulty with this type of course. An overview of the more popular programming languages is presented, with reasons for choosing PL/I. c) Jan. 1977. d) Charles H. Davis, Fac. of Library Science, University of Alberta. f) In *Journal of Education for Librarianship*, 18(1), Summer 1977, 41-52.

E13 a) Council of Ontario Universities experimental achievement testing. b) Project involving the administration of the Reading Comprehension and Language Achievement Test to about 7,500 entering first-year students in three Ontario universities and an essay test to about 1,000 entering first-year students at one of these. OISE staff were responsible for providing tests, their administration and scoring, and reporting results. c) Feb. 1977. d) R.R. Traub, Ontario Institute for Studies in Education. f) R.E. Traub, R.G. Wolfe and C. Dimond, *Technical Report on the Experimental Administration of the Reading Comprehension and Language Achievement Test (English) for the Council of Ontario Universities*, OISE, Toronto, March 1977, 36 p.

E14 a) Equivalent education status of immigrants. b) Project designed to improve procedures and criteria for evaluating applicants to graduate degree programs. c) May 1978. d) A. Effrat and M. Harris, Ontario Institute for Studies in Education.

E15 a) Sex, ethnicity and socio-economic background: effects on access to and choices within postsecondary education over time (addendum). b) The study employs data gathered in 1968 and 1974 in two nationally representative studies of postsecondary students in Canada in order to investigate what changes, if any, have occured over time in the accessibility of postsecondary education to students and in the types of programs entered. c) Nov. 1977. d) E. B. Harvey, Ontario Institute for Studies in Education.

E16 a) Writing test for CAATs. b) Project to explore the possibility of preparing a literacy test to measure the proficiency of students admitted to colleges of applied arts and technology. c) Dec. 1977. d) P. Evans, Ontario Institute for Studies in Education.

E17 a) An evaluation of the stability of grade 13 marks which are the major criterion of admission into Ontario universities. b) Investigation of the stability of 1975-76 grade 13 marks and their impact on student's choice of university. Using both preliminary and final marks, the analysis considered the stability of marks as indicated by consistency between preliminary and final evaluation made by subject teachers, the range of discrepancy between preliminary and final marks, and the relationship between discrepancy in marks and a number of variables. Unpubblished paper, 21p. c) June 1977. d) C. Watson and M. Gill, Ontario Institute for Studies in Education.

E18 a) Education and distributive justice: the Canadian case. b) The project

studies Canadian (Metro Toronto) data respecting distributive effects of education and investigates how education is related to observed inequality and whether it reduces or increases inequality. c) April 1978. d) M.L. Handa, Ontario Institute for Studies in Higher Education.

E19 a) Carleton University part-time student survey: part-time studies and university accessibility. b) Study to provide government and university administrators in Ontario with information regarding educational aspirations of adult, part-time students and individual, social and institutional factors which facilitate or inhibit their participation in the university; and to assess the role of university part-time studies in overcoming inequalities in educational and occupational opportunities. These issues will be examined through an intensive analysis of Carleton's adult, part-time undergraduate student population. c) Nov. 1978. d) John Porter and Elizabeth Humphreys, Dept. of Sociology, Carleton University.

E20 a) Psychological and educational description of classes entering University of Toronto, Faculty of Medicine. b) Since 1967, entering classes have been administered a series of standard tests and questionnaires. In addition, this program has led to the development of new instruments. These data have served as the basis for longitudinal studies of individual classes and the examination of trends in descriptions of entering classes over the eleven year interval of the study. Various papers have already been produced. c) Ongoing. d) A.I. Rothman, P.N. Byrne and R.G. Tiberius, Fac. of Medicine, University of Toronto.

E21 a) Inflation in grades. b) Examination of the "phenomenon of inflation" in highschool grades and its implications in terms of the academic ability of recent graduating matriculants and the current admission standards required of entering freshmen at the University of Alberta. Corresponding grading practices are also examined. c) March 1977. d) Nim Mehra, Office of Institutional Research and Planning, University of Alberta.

E22 a) Relationship between matriculation and university grades. b) Investigation of the relationship between matriculation and university grades and of the effectiveness of highschool teachers' grades as compared to those assessed through departmental examinations as reliable predictors of university performance. c) July 1977. d) Nim Mehra (see above).

E23 a) Highschool grades and university performance. b) Examination of the relative performance of entering freshmen, grouped according to matriculation grades, in terms of their success, withdrawal and failure rates at the University of Alberta. c) Oct. 1977. d) Nim Mehra (see above).

E24 a) Income distribution and enrolment in Ontario's postsecondary schools. b) Study focusing on determinants of enrolment with emphasis on those socio-economic attributes that tend to preselect postsecondary students. A sample survey of students attending all institutions of higher learning in Ontario was conducted in spring 1976. An N of 2349 (those who completed and returned forms by April 30, 1976) provides the basic data for analysis. While parental income differs significantly for those students attending universities versus colleges, it does not significantly differ by program. Other characteristics examined include parental education, father's occupation, birth-order, family size, sex and age. c) June 1978. d) D.J.

McCready, Dept. of Economics, Wilfrid Laurier University.

E25 a) The consequences of obtaining a degree in middle adulthood. b) The study seeks to find, by interviewing middle-aged graduates two to six years after graduation, whether the effort has been worthwile with regard to financial, personal, social and vocational aspects of life. Four samples, Canadian and English, having done full-time and part-time studies are included and will be compared. c) Sept. 1979. d) Lee Morey, 2191 Ocean Terrace, Nanaimo, B.C.; R.A. Becher, University of Sussex, Brighton, England.

E26 a) Comparative analysis of decision groups. b) Using the Manitoba PDEM-II data, the study examines background factors which may influence secondary school students in deciding whether to seek further education, with the objective to construct models of student behavior concerning postsecondary educational objectives. c) March 1978. d) A. Mazurkewycz, Dept. of Sociology, Brandon University.

E27 a) Barriers to postsecondary education: a path analysis. b) Based on data collected on grade 10, 11 and 12 students through the Manitoba PDEM-II project since 1975, the study focused on actual and potential barriers influencing grade 12 male and female students who expressed a preference to delay, or expressed no intention of, further education. c) Jan. 1978. d) Yee-Lay Jack Lam, Fac. of Education, Brandon University.

E28 a) Reliability of a procedure of selecting students into a bachelor of social work program. b) Development of a reliable and valid method of screening applicants to the social work program. An overall admissions rating was obtained for each applicant by averaging his scores on 15 traits which were rated by three independent sets of raters. Various reliability formulae were applied to the data and the overall rating had a reliability in excess of 0.90. These ratings will later be correlated with academic and professional criteria of competence to test their validity. Data have been collected for two sets of applicants. Preliminary analyses indicate the most recent findings are consistent with the previous ones. d) G. W. Maslany and Claude Wiegand, Fac. of Social Work, University of Regina.

E29 a) University of Regina, mature admissions study. b) At present, students who seek university entrance, but who have not successfully completed senior matriculation requirements, are required to complete a test (basically an intellectual ability type test) and, depending on the result, are permitted to enrol in a program (known as matriculation studies) the successful completion of which satisfies the pre-requisite for university studies. The present study will assess the validity of the screening test by correlating scores obtained in it with performance in university undergraduate level classes (e.g., CGPA) and make recommendations regarding the appriopriateness of the screening procedure. c) April 1978. d) G. W. Maslany and M. Weston, Fac. of Social Work, University of Regina.

E30 a) Statistical analysis of student aid applicants in Canada under the Canada Student Loans Program and related provincial programs. b) Financial information on student aid applicants is gathered into a data base. Statistical information is available from 1974-75 on parental incomes of such students, their costs and resources, total amounts of aid received, marital status, age, type of institution and field of study. c) Spring 1978. d) Research and Development Section, Canada Student Loans Program, P.O. Box 2090, Postal Station "D", Ottawa, Ont. K1P 6C6.

E STUDENTS/ETUDIANTS

E31 a) A study of student characteristics, attitudes and attrition from secretarial science programs in seven selected two-year postsecondary educational institutions in Alberta. b) Doctoral thesis completed at Oregon State University examining characteristics and attitudes of secretarial science students and reasons for attrition. Includes students from three public colleges, a technical institute, an agricultural/vocational college and two small vocational centers. c) July 1977. d) Harold Melvin Fisher, Lethbridge Community College, Lethbridge, Alta T1K 1L6.

E32 a) Attrition/completion patterns in an open admissions distance learning context. b) Examination of issues relating to student records, course management and students' perceptions of their experiences in an attempt to document existing attrition/completion patterns; indentify if, what and how these patterns can be altered; and identify relevant data and collection mechanisms for ongoing student records/management functions. c) May 1978. d) Gail Crawford, Lily Oddie, et al., Athabasca University.

E33 a) Characteristics of Athabasca University students. b) For each course, background information was gathered on all students enrolling between October 1, 1976 and February 28, 1977. c) Feb. 1977. d) Doug Shale, Athabasca University. f) Athabasca University Institutional Report.

E34 a) Employment status of the prospective teachers from the College of Education, University of Saskatchewan. b) Investigation into the employement status of students who became eligible for teaching certificates in 1977, through a stratified random sample of students. Information on employment, place of employment, subjects studied and, for those not teaching or doing other work, future plans were elicited by means of a questionnaire (response rate 88.6%). Results indicate that these candidates for teaching positions were as successful as others in the last several years. c) Jan. 1978. d) Bikkar S. Randhawa and Raymond Tomusiak, College of Education, University of Saskatchewan.

E35 a) Present pursuits and future plans of those denied admission into the College of Education, University of Saskatchewan in 1977. b) Questionnaire was sent to a 40% stratified random sampling of individual applicants for various programs. Results indicate that 60.2% of the individuals denied admission were taking undergraduate and graduate studies and of these 30.8% were attending various teacher preparation institutions. c) Jan. 1978. d) Bikkar S. Randhawa and Raymond Tomusiak (see above).

E36 a) Drop-outs or stop-outs? b) Study of failure of 400 eligible students to return to Scarborough College for continued studies in years 2,3or 4, after they completed years 1,2 or 3. Control sample: 400 students who did return for further courses toward a degree. c) April 1978. d) John A. Lee and Shelly Ungar, Dept. of Sociology, Scarborough College, Westhill, Ont. M1C 1A4.

E37 a) Moral judgement and social work education. b) Cross-sectional and longitudinal studies of selected constituencies of social work education using James Rest's Defining Issues Test to establish stage usage of moral judgement levels (Kohlberg model). The studies' first phase will focus on current social work student groups, graduates and professionals primarily located in Regina, Saskatoon and Prince Albert; later studies will extend more widely in Saskatchewan as well as Alberta

and Manitoba. c) Dec. 1978. d) Karl H. Stange and Arvey Hanowski, Fac. of Social Work, University of Regina.

E38 a) Patterns of social mobility and occupational attainments of university graduates: a comparative study. b) Using data from two regional universities - Bishop's and UNB - changes in social mobility and occupational attainment are examined for period 1960-1975. Effect of s.e.s., sex, year of graduation and major field on mobility and occupational attainment is considered. c) Sept. 1978. d) C.J. Richardson, Dept. of Sociology, University of New Brunswick.

E39 a) British Columbia colleges articulation study, university achievement 1977. b) The report presents data representing the achievement at the University of British Columbia, Simon Fraser University and the University of Victoria, of transfer students from the twenty B.C. postsecondary institutions (community colleges, institutes of technology, etc.). Data are presented according to individual institution, university faculty and department, and individual courses. c) Fall 1977. d) John Denison, Fac. of Education, University of British Columbia; Gordon Jones, Vancouver Community College, 100 West 49th Ave., Vancouver, B.C. V5Y 2Z6; Glen Forrester, British Columbia Research, 3650 Wesbrook Mall, Vancouver, B. C. V6S 2L2. e) Glen Forrester. f) Reports not available for general distribution due to size (approx. 1000 pages).

E40 a) A comparative study of secondary school student transfer to college and university. b) Longitudinal study of a random sample of 100 secondary school students entering a community college academic program, and of 100 entering a local university. Such variables as sex, date of birth, secondary school attended and secondary school academic record are studied in order to assess the impact on college and university performance. c) First report Jan. 1978. d) Gordon Jones, John Dennison and Glen Forrester (see above). e) Glen Forrester.

E41 a) Longitudinal study of first-time community college student performance. b) Based upon a computer-controlled sampling procedure, a random sample of 100 students was selected from all students enrolling for the first time at a local community college. The students, representative of both career and academic programs, are being monitored as to performance over an extended time period. c) First report Spring 1977, second report Spring 1978. d) John Dennison and Gordon Jones (see above). e) John Dennison.

E42 a) Nursing program RN - student opinions - a three-semester summary. b) The study's purpose was to obtain at the time of graduation, definitive information concerning student opinions of the registered nursing program at a local community college. c) June 1977. d) Gordon Jones and John Dennison (see above). e) Gordon Jones.

E43 a) Articulation study - college to university (specific subject areas). b) Three studies, each reporting in detail on the performance of college transfer students to university in the specific course areas of history, political science and English. Student performance in the appropriate subjects is assessed at the secondary school level, college level, and university level at the end of the first year of transfer to the university. Working reports, involving students from one college. c) Summer 1977. d) Gordon Jones and John Dennison (see above). e) Glen Forrester, British Columbia Research, 3650 Wesbrook Mall, Vancouver, B.C. V6S 2L2.

E STUDENTS/ETUDIANTS

E44 a) University transfer programs in the community college - a 1977 perspective. b) Report on college to university transfer enrolments and transfer rates to university, as well as the expressed intentions f students enrolling in university transfer programs at college. In addition, progress of community college transfer students at B.C. universities is summarized. c) Nov. 1977. d) John Dennison (see above). e) Glen Forrester (see above).

E45 a) Academic characteristics of graduates employed and non-employed in program related jobs. b) Using survey data collected as part of triennial program reviews, the study examines the relationship between admissions procedures, academic achievement and employment/non-employment in program related jobs. c) Continuing. d) F.D.P. Carson, Academic Development, Fanshawe College of Applied Arts and Technology, P.O.Box 4005, Terminal C, London, Ont. N5W 5H1.

E46 a) Analysis of academic data for returning and non-returning students in selected two and three year programs. b) Stepwise multiple correlation treatment of personal and academic data for 1564 returning and non-returning students, expected to contribute to refining admissions procedures to ensure a fair, efficient and economical system while respecting the basic mandate of the colleges of applied arts and technology. The objective of such student-oriented procedures would be to maximize the possibility of success, reduce atrition and minimize inappropriate program selection. Findings may also have implications for remedial and counselling operations. c) Aug. 1978. d) F.D.P. Carson (see above).

E47 a) An analysis of college students' mathematics achievement relative to their entry level mathematics skills. b) In each of 1976 and 1977 the entry level mathematics skills of over 900 students was measured relative to the prerequisites of the college's first semester mathematics courses. Students' subsequent achievement or non-achievement in remedial, upgrading and/or college mathematics courses is monitored to identify a quantifiable prediction of success in college mathematics courses. c) Sept. 1980. d) H. D. Forrest, Mathematics and Science Division, Fanshawe College of Applied Arts and Technology, P.O.Box 4005, Terminal C, London, Ont. N5W 5H1.

E48 a) Accueil 80 - Structures d'accueil aux études universitaires de premier cycle pour septembre 1980. b) Exigences d'admission (prérequis) auxquelles doit satisfaire l'étudiant du niveau collégial en vue de son admission à l'université en septembre 1980 et ce, pour chacun des programmes du premier cycle offerts dans les universités québécoises. c) Fév. 1978. d) Service de la formation générale et professionnelle, Direction générale de l'enseignement supérieur, Ministère de l'Education du Québec, 20 ème étage, 1035, de Lachevrotière, Québec, Qué. G1R 5A5. f) Publication du ministère de l'Education du Québec.

E49 a) Personalized education prescription. b) Diagnostic placement instrument for communications, science and mathematics based on occupational generic skills. c) 1978. d) I.Zainwell and W. Sowinski, Conestoga College of Applied Arts and Technology, 299 Doon Valley Drive, Kitchener, Ont. M2G 3W5. f) Learning Package Centre, Centennial College of Applied Arts and Technology, Scarborough, Ont.

E50 a) Native people in Alberta: a demographic survey. b) Includes population figures and various statistics concerning the education of Alberta's native

people from grade school through university and adult education programs. c) Oct. 1977. d) I. R. Brooks, Native Students Services, University of Calgary. f) Mimeographed report, 41 p.

E51 a) Perception qu'ont les étudiants du CEGEP du Vieux Montréal de leurs attudes et comportement face à l'évaluation, la participation et l'accréditation. b) Le sujet central concerne la participation aux activités para-académiques offertes aux étudiants du Collège du Vieux Montréal. Certaines notions encadrent l'étude à savoir: l'activité para-académique, la participation, la pratique ou le vécu de l'activité, l'évaluation et l'accréditation. Tome I, 1332 p. c) Déc. 1977. d) Amos Del Fabro, Luce Goerlach-Seers et Jean Mondor, Collège du Vieux Montréal, 255 est, rue Ontario, Montréal, Qué.

See also/voir aussi:

A8 The majority minority: women in Canadian higher education.

A9 A history of women at McGill.

A12 Economic development and postsecondary education in Northern Ontario.

A27 Aspects of political science in Canada - fifty years in the development of a discipline.

A43 The legal relationship of the student to the college.

A48 Evaluation of social science education.

A49 Fourth Evaluation Report 1976-76: Native Students Services, University of Calgary.

B3 Marketing the responsive university.

B9 Future trends in enrolment and manpower supply in Ontario.

B10 Future trends in enrolment and manpower supply in Canada.

B12 Income redistribution effects of university education in Ontario: a general benefit-cost approach.

B14 Alternatives for university financing and their impact on excellence in teaching and research.

B19 The careers of fellowship holders under the Health Research and Development Programs Directorate (HRDP) training program.

B23 Profile Canada: social and economic projections.

B25 Postsecondary plans, aspirations and profile characteristics of Manitoba highschool students, 1977-78 - Postsecondary Demand and Enrolment Model II.

E STUDENTS/ETUDIANTS

B29 Demographic survey.

B31 A systematic follow-up of postsecondary students.

C13 CORE program evaluation: native Canadians postsecondary education.

C27 Group learning process.

C30 Position paper on nursing education: principles and issues.

C31 Etude pour l'amélioration du programme de baccalauréat spécialisé en psycho-éducation à l'Ecole de Psycho-Education de l'Université de Montréal.

C53 Assessment of the impact of a graduate program upon the performance and activities of graduates.

C57 Le français en famille.

C60 Survey of graduating students to examine influences of the teacher education program and factors affecting placement.

C62 Relationships between success in a teacher education program and success in the teaching profession.

C63 Qualitative analysis of the University of Lethbridge teacher education program.

C64 Success in student teaching compared with pre-education GPA and selected personality traits.

C65 The effectiveness of selected personality and psychological characteristics and admission GPA as predictors of success in student teaching.

C66 Personality characteristics as predictors of success in classroom control.

C67 Selection of students to teacher education programs.

C69 La correspondance scolaire et la réalité francophone au Canada.

C80 Winnipeg Centre Project: Brandon University.

C96 Criterion reference testing in mathematics.

D6 Projet EFUS (Etude des femmes universitaires scientifiques).

F30 Postsecondary educational interests and aspirations of non-participating learners.

F33 Identification des stades de développement vocationnel de l'adulte.

F37 Les fonctions sociales de l'éducation des adultes à l'Université de Montréal.

E STUDENTS/ETUDIANTS

F38 Adaptation pour adultes du test LAMO3-OP (Lamontagne, Lamontagne, Lamy, 1974).

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Adult learning; curriculum; off-campus instruction.

Education des adultes; programmes d'études; enseignement à l'extérieur du campus.

F1 a) Threshold pricing: a strategy for the marketing of adult education courses. b) Paper analysing three pricing methods available to adult education administrators: economic pricing, psychological pricing and marketing. A research study included with the paper's conceptual framework indicated that psychological pricing involving a price and imputed quality outcome would be a satisfactory strategy. c) April 1977. d) Marvin E. Lamoureux, Vancouver Community College, 100 W. 49th Ave., Vancouver, B.C. V5Y 2Z6. f) Paper presented at the Adult Education Research Conference, Minneapolis, April 1977, mimeo 39 p.

F2 a) Course length versus course price: marketing factors in program planning. b) This paper had three objectives: to explore two concepts from the marketing discipline (marketing mix and marketing concept) and to analyse a continuing education centre to determine if their program planning process implied the use of these concepts; to determine if general and professional course lengths and price structures were significantly different; and to determine if course length or course price was the strongest determinant related to participant behavior. c) Oct. 1977. d) Marvin E. Lamoureux (see above). f) Paper presented at the National Adult Continuing Education Conference, Detroit, Oct. 1977, 39p.

F3 a) Telemedicine project. b) From March to June 1977, Memorial University explored the potential of the satellite Hermes to deliver continuing professional education to a variety of Newfoundland health-care professionals. The system was also used for community-health education, a limited series of patient consultations and transmissions of X-rays via slow scan equipment. Mimeo 22 p. c) Dec. 1977. d) A.M. House, Fac. of Medicine, and W.C. McNamara, Educational Television Centre, Memorial University. e) Judy Roberts, Telemedicine Office, Memorial University.

F4 a) A model for prison education programs and guidelines for their operation. b) Paper presenting a viable alternative model for prison education programs and guidelines for their operation; an appendix contains a survey of educational programs in Canadian provincial prisons. c) July 1977. d) J. Douglas Ayers, University of Victoria. f) Paper presented at the 32nd International Conference of the Correctional Education Association, Houston, July 1977, mimeo 19 p.

F5 a) The state of education in the prisons of Great Britain, United States and Canada: current practices and a proposed model. b) The paper questions the main assumptions used in rehabilitation programs to date and proposes an alternative model. Principles and recommendations for the operation of prison educational programs are developed, based on three surveys conducted by the author. c) June 1977. d) J. Douglas Ayers (see above). f) Paper presented at the State of the Prisons Conference, Canterbury, England, June 1977, mimeo 20 p.

F6 a) An assessment of the impact of patient care appraisal on physician performance in the ambulatory setting. b) Patient care appraisal is a type of medical audit designed for educational purposes. Physicians are involved in selecting

conditions (diseases, states, injuries) to be audited and generating criteria of care appropriate to their practice setting. After validation of these criteria by a committee of peers and specialists, the physicians' charts are reviewed by trained data abstractors to describe discrepancies between acceptable levels of care and actual care given. Interventions, either educational or administrative, are specifically and individually tailored to rectify discrepancies. Several months later, the assessment is repeated to assess changes in physician performance. The project is designed to assess the overall impact of physician behavior of participation in the patient care appraisal process, and the importance of the involvement of physicians being audited in the selection of conditions and the generation of criteria of care. It is anticipated that the process will serve in the future as an inexpensive method for physicians to determine their own needs for continuing education. c) March 1980. d) R. Wayne Putnam, Division of Continuing Medical Education, Dalhousie University.

F7 a) Adult education in Saskatchewan. b) Analysis of selected agencies conducting adult education programs, their relationships and the functions performed by adult educators in their employ. c) Jan. 1978. d) W.B. Whale, Extension Division, University of Saskatchewan.

F8 a) Elaboration d'une tactique d'enseignement du français langue-seconde pour anglophones basée sur l'auto-enseignement par télévision. b) Phase 1: analyse et expérimentation à partir d'une méthode audio-visuelle en usage dans les écoles de langues fédérales. Phase 2: reformulation de la méthodologie, élaboration de matériel supplémentaire, nouvelle expérimentation pour contrôle de la vitesse d'apprentissage. Phase 3: tournage et enregistrement des premières leçons télévisées; expérimentation avec des étudiants adultes, un groupe avec le nouveau programme et un groupe avec le programme de départ c) Déc. 1979. d) Claude Dumelie et Michelle Cuoq-Dumelie, Provincial Language Training Unit, 1649 Hollis St., Halifax, N.S. B3J 1A5.

F9 a) Manpower training in adult training centres and the adult training centre in Toronto as viewed by staff involved, 1960-1969. b) EdD thesis. c) Spring 1977. d) F.B.Strong. f) Available from the library, Ontario Institute for Studies in Education.

F10 a) The planning behavior and conceptual complexity of selected clergymen in self-directed learning projects related to their continuing education. b) PhD thesis. c) Spring 1977. d) J. F. Morris. f) Available from the library, Ontario Institute for Studies in Education.

F11 a) Program on staff training and development. b) One component of this program (completed) is concerned with developing a content package for the training of trainers in alcohol and drug services. Another component, still in progress, involves working with staff from a number of agencies and organizations who are themselves involved in staff training and human resources development. d) D. Beatty, Ontario Institute for Studies in Education.

F12 a) Adult basic education: teaching the adult - Canadian revised program. b) Project to revise a series of 30 half-hour TV programs, recently developed in the U.S.A. for use in training teachers of adults, for use in training Canadian

teachers of adults, particularly those teaching adult basic education courses in Canada Manpower Training Programs. c) Jan. 1977. d) J. R. Kidd, Ontario Institute for Studies in Education.

F13 a) Adult basic education: teaching the adult (addendum). b) This component of the project (see F12 above) is concerned with the development of four half-hour color TV programs on adult basic education. c) June 1978. d) J. R. Kidd and R. Herman, Ontario Institute for Studies in Education.

F14 a) Media technology and learning: "choices". b) Project designed to increase educators' awareness and to provide practical resources for the educational uses of media technology. c) August 1977. d) R. Herman, Ontario Institute for Studies in Education. f) R. Herman, F. Altshuler and M. Armour, *Media Technology and Learning*, Final Report, August 1977, 13 p.

F15 a) Case studies of education in industry and government and a model of information exchange. b) Project designed to gather information on adult education programs in agencies outside the major institutions such as schools, colleges and universities. c) April 1978. d) A.M. Thomas, R. Herman and D. Beatty, Ontario Institute for Studies in Education.

F16 a) Building a professional development network in adult education through the OISE field centres. b) Project designed to provide professional development support for adult educators in various parts of Ontario. c) April 1978. d) J.A. Draper, R. Herman and J. R. Kidd, Ontario Institute for Studies in Education.

F17 a) Legislating continuing education. b) Project to explore some of the legislation which makes possible continuing education opportunities for employed persons in government, business, industry and non-profit organizations. Unpublished report, 3 p. c) Sept. 1977. d) J.A. Draper, Ontario Institute for Studies in Education.

F18 a) Continuing education policy development and implementation. b) Study directed to the question: in what ways do organizations develop policies that will facilitate continuing education of employees? c) 1978. d) J.A. Draper (see above).

F19 a) Analysis of adult education theses in Canada. b) Through survey methods, data will be collected on the topics of completed and on-going theses. c) 1978. d) J.A. Draper (see above).

F20 a) Information resources for learners. b) Project to develop a course or training program to help adult education personnel to acquire knowledge of information resources, to develop methods for using them effectively and incorporate them into a supportive facilitating repertoire of helping skills. c) 1978. d) D. Ironside, Ontario Institute for Studies in Education.

F21 a) Research in supervisor education. b) Project involving the development of an interview technique which permits respondents to organize their perceptions and reports of supervisory experiences in a comprehensive manner, the taping of interviews using this technique, an assessment of the literature on learning style, and the assessment of the relevance of student's learning styles for the teaching (facilitating) behavior of his supervisors. c) 1977. d) D. Abbey, Ontario

Institute for Studies in Education. f) D. Abbey and J. Weiser, *Learning Styles and Supervision*, Interim Report, Sept. 1977. 20 p.

F22 a) Career life understanding of mature practitioners. b) Study incorporating a number of sub-studies which deal with the effects of specific variables of adult educators' professional lives and practice. Various unpublished papers have been produced. c) April 1977. d) D. Abbey, L. Davie, Ann W. Fales, V. Griffin and D. Ironside, Ontario Institute for Studies in Education. e) D. Abbey.

F23 a) Educational planning for immigrants: retraining and Canadian/immigrant earning differentials. b) The current emphasis of the project, which deals with employment and manpower policies for absorbing immigrants into the Canadian economy is on assessing existing immigrant retraining programs and suggesting effective policy guidelines. c) April 1978. d) J. Sen and C. Watson, Ontario Institute for Studies in Education. f) *Retraining Programs for Unemployed Immigrants*, Sept. 1977, 30 p.

F24 a) Core curriculum for training staff who work with older people: interpersonal skills for involvement with seniors - a staff training kit. b) Development of an inexpensive, portable kit for use by non-expert trainers to train professional and non-professional staff dealing with non-institutionalized older people. The kit provides knowledge about aging and interpersonal skills for working with older people; learning methods provide for cognitive, affective and praxic (experiential) modes of learning. It is expected that the eight modules into which the topics are divided can be used as a total package or in parts, individually or in group setting. c) April 1978. d) Ann W. Fales, Ontario Institute for Studies in Education.

F25 a) A functional definition of adult continuing education in the context of school boards in Ontario. b) Development of three options for school boards with respect to contributions to adult education and assessment of their demographic and financial implications c) Feb. 1978. d) Alan M. Thomas, J. W. Holland, Betty Macleod and J.P. Farrell, Ontario Institute for Studies in Education.

F26 a) Community learning centre project. b) Informational exchange using primarily videotape to satisfy an expressed need for greater access by rural people in Newfoundland to the informational and educational opportunities provided the people living in larger centres. c) March 1978. d) Charles Callanan and George Lee, Extension Service, Memorial University. f) *The Community Learning Centre Project of Newfoundland and Labrador - A Descriptive Report, 1974-1977.*

F27 a) A report on the continuing education/extension aspect of higher education in the Maritimes. b) Summer session, intersession, extension activities and special programs in the Maritime region, with regard to potential cooperative effort. c) Early 1978. d) Teresa Mac Neil, Adult Education, Saint Francis Xavier University. f) To be published by the Maritime Provinces Higher Education Commission, Box 6000, Fredericton, N.B.

F28 a) Major learning efforts: recent research and future directions. b) Review and integration of recent studies of major learning efforts during adulthood About 20 surveys of basic characteristics in five countries found that the typical adult conducts five major distinct learning projects in one year and spends 500

hours doing so. About 73% of all major learning efforts are self-planned. For future directions in research and development, eight priority areas were developed and described. c) Oct. 1977. d) Allen Tough, Ontario Institute for Studies in Education.

F29 a) La fonction sociale de l'université. b) La fonction sociale de l'université vue, principalement, sous les aspects suivants: l'université et les milieux populaires; la formation sociale des diplômés des universités. c) Août 1978. d) René E. Pelletier et Pierre Cailloux, Conseil supérieur de l'Education, 50 est, rue St-Joseph, Québec, Qué. G1K 3A5. f) *Rapport annuel 1977-1978*, Conseil supérieur de l'Education.

F30 a) Postsecondary educational interests and aspirations of non-participating learners. b) A survey of youth and adults who are not currently being served by postsecondary education is being undertaken to assess their educational needs and interests as well as identify situational, dispositional and institutional barriers to participation. c) March 1978. d) S.N. Gilbert, Dept. of Sociology, University of Winnipeg. e) Postsecondary Research Reference Committee, c/o C. Neil Russell, 534 Berry St., Winnipeg, Man. R3H 0R9.

F31 a) Evaluative research training workshops. b) There seems to be an increasing demand of those engaged in evaluative research in the social services for learning opportunities to upgrade their skills. To achieve these goals, experts in various aspects of evaluation research (research design, statistical analyses, management information systems, etc.) have been engaged to produce two-day workshops, focusing on skill improvement of the participants rather than dealing with theoretical issues. All participants received pre and post-tests of their research abilities to determine gains which occurred. Conventional subjective feedback about the workshops was also elicited. Video-tapes and monographs of presentations were prepared; they are available at cost. d) G. W. Maslany and M. Weston, Fac. of Social Work, University of Regina.

F32 a) A computer-assisted instruct program for "developing an effective public relations program for social agencies." b) CAI program in which the individual learner can begin to explore some of the concepts and methods of public relations work, and examine whatever efforts the student may be involved in at the time of study. Taking some ten hours at the computer to complete, the program is divided into several study sections which may be explored separately. Preliminary testing of the program will begin in the near future. Is is intended to build an evaluation component into the program. c) April 1978. d) Don J. Dodsworth and Ric Woods, Fac. of Social Work, Wilfrid Laurier University.

F33 a) Identification des stades de développement vocationnel de l'adulte. b) La recherche a pour but d'identifier les stades ou périodes de développement vocationnel de l'adulte afin d'être en mesure de mieux concevoir le phénomène de l'éducation des adultes comme un processus continu basé sur leur dynamique-même. Les entrevues d'un échantillon de 900 adultes, agés de 23 à 67 ans, permettront de confirmer ou d'infirmer le modèle descriptif de développement vocationnel qui est basé sur deux conceptions récentes du développement général de l'adulte: Gould (1975) et Levinson (1976). c) Oct. 1981. d) Danielle Riverin-Simard, Madeleine Ladouceur-Lacasse et Jean-Marc Dion, INRS-Education, 2383, chemin Sainte-Foy, Québec,

F EXTENSION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

Qué. G1V 1T1.

F34 a) Les stratégies inter-organisationnelles de formation continue. b) Le processus d'institutionnalisation de la formation continue provoque une lutte entre les différentes organisations sociales pour s'approprier cette formation. A partir d'opérations précises - au Québec et en France - le projet étudie ce jeu inter-organisationnel pour identifier la nature des nouvelles règles du jeu qui émergent et leur signification pour l'enjeu social de restructuration des rapports sociaux. c) Juin 1979. d) G. Pineau, Fac. de l'éducation permanente, Université de Montréal, Guy Jobert, Université Paris Dauphine, France.

F35 a) L'autoformation. b) L'autoformation est vu comme une appropriation par chaque sujet social de son procès de formation, dominé dans ses moments initiaux - enfance et adolescence - par les autres (parents-enseignants). Avec la bibliographie éducative comme méthode, le projet explorera les conditions et les caractères de cette appropriation. c) Juin 1979. d) G. Pineau (voir plus haut).

F36 a) Epistémologie critique de la recherche en éducation permanente. b) Le projet consiste à identifier de façon critique le paradigme dominant de la recherche ordinaire en éducation et à poser les jalons de construction d'un autre plus adapté aux intérêts émancipatoires de l'éducation permanente. c) Juin 1979. d) G. Pineau (voir plus haut).

F37 a) Les fonctions sociales de l'éducation des adultes à l'Université de Montréal. b) La recherche vise à apporter des éléments de réponse à certaines questions telles que: Qui a accès à l'éducation des adultes de niveau universitaire? De quel type de formation s'agit-il? Au service de qui? Financé par qui? Dans l'analyse du sondage réalisé auprès des étudiants adultes de l'Université de Montréal, les variables privilégiées sont l'origine sociale, le cheminement professionnel et la scolarité antérieure des étudiants. c) Nov. 1978. d) Pierre Paquet et Rita Therrien, Fac. de l'éducation permanente, Université de Montréal.

F38 a) Adaptation pour adultes du test LAMO3-OP (Lamontagne, Lamontagne, Lamy, 1974). b) Adaptation à la réalité de l'adulte de ce test qui permet de déterminer le profil d'apprentissage selon les catégories de Joe Hill (Oakland Community College). L'adaptation est aussi une étude exploratoire de l'utilisation possible de ce test pour fins d'orientation ou de construction de programmes pour adultes. c) Juin 1978. d) A. Dunberry, Fac. de l'éducation permanente, et C. Lamontagne et A. Morin, Services pédagogiques, Université de Montréal.

F39 a) Evaluation du cours multi-média SOI-3312 G. b) Evaluation d'un cours de télé-enseignement multi-média (utilisant: rencontres-satellites, recontres de groupe, documents vidéo et scripto) qui se fera par questionnaires à la fin du cours, examens et travaux pratiques, analyse de contenu de rencontres-satellites et observation participante d'un des campus situé à Granby à l'aide de techniques ethnographiques. Ces moyens permettront de juger de la qualité du cours et de l'utilisation du satellite dans le contexte d'un cours à distance. c) Mars 1979. d) A. Dunberry (voir plus haut).

See also/voir aussi:

A12 Economic development and postsecondary education in Northern Ontario.

F EXTENTION AND CONTINUING EDUCATION/EDUCATION PERMENENTE

A15 Survey and analysis of master's and doctoral theses on adult education at universities in Canada.

A16 Degree courses and programs in adult education offered at universities in Canada.

A33 Further education study.

A49 Fourth Evaluation Report 1976-77: Native Students Services, University of Calgary.

B2 Survey of the employment situation for persons completing the refresher course for graduate nurses at the British Columbia Institute of Technology.

B16 Evaluation of educational experiments on the Hermes satellite.

B17 Relative effectiveness of several delivery systems of university extension courses: Phase I.

B21 Follow-up study on baccalaureate nurse graduates of McMaster University School of Nursing.

C15 Education for health services administration: an examination of met and unmet needs.

C24 Evaluation de la formation des travailleurs en loisir selon un modèle basé sur les compétences.

C30 Position paper on nursing education: principles and issues.

C37 La formation des personnels qui enseignent dans des classes dites "d'immersion française".

C38 La formation des personnels qui sont responsables de l'enseignement aux Néo-Canadiens.

C39 Successfully coping with the science curriculum.

C50 Human justice program.

C57 Le français en famille.

C74 Computer-based course development and delivery.

C78 What's the use of cognates?

C80 Winnipeg Centre Project: Brandon University.

C92 Study of field placement programs.

C102 Programme d'entraînement autodidacte à la résolution de problèmes.

F EXTENTION AND CONTINUING EDUCATION/EDUCATION PERMANENTE

C103 SAGE - préparation des enseignants.

D5 The deanship in Canadian universities.

E19 Carleton University part-time student survey: part-time studies and university accessibility.

E32 Attrition/completion patterns in an open admissions distance learning context.

UNIVERSITY ADDRESSES/ADRESSES DES UNIVERSITES

The University of Alberta
Edmonton, Alta. T6G 2M7

Athabasca University
14515-122 Avenue
Edmonton, Alta. T5L 2W4

Brandon University
Brandon, Man. R7A 6A9

The University of British Columbia
2075 Wesbrook Mall
Vancouver, B.C. V6T 1W5

Brock University
Merrittville Highway
St. Catharines, Ont. L2S 3A1

The University of Calgary
2920 - 24th Avenue N.W.
Calgary, Alta. T2N 1N4

Carleton University
Ottawa, Ont. K1S 5B6

Concordia University
Sir George Williams Campus
1455 de Maisonneuve Blvd. W.
Montreal, Que. H3G 1M8

Loyola Campus
7141 Sherbrooke Street W.
Montreal, Que. H4B 1R6

Dalhousie University
Halifax, N.S. B3H 3J5

University of Guelph
Guelph, Ont. N1G 2W1

Lakehead University
Oliver Road
Thunder Bay, Ont. P7B 5E1

Laurentian University/Université
Laurentienne
Ramsey Lake Road
Sudbury, Ont. P3E 2C6

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Cité universitaire
Québec, Qué. G1K 7P4

The University of Lethbridge
4401 University Drive
Lethbridge, Alta. T1K 3M4

The University of Manitoba
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McGill University
Centre for Learning and
Development/Instructional
Communications Centre
815 Sherbrooke Street W.
Montreal, Que. H3A 2K6

Centre for Medical Education
1110 Pine Avenue W.
Montreal, Que. H3A 1A3

Faculty of Arts and Science
853 Sherbrooke Street W.
Montreal, Que. H3A 2T6

Faculty of Education
3700 McTavish Street
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